

### ILEA defies DES over poly course closure

by Judith Judd

The Inner London Education Authority (ILEA) has defied the Department of Education and Science (DES) by proposing the closure of the general teacher education course at South Bank Polytechnic.

The decision, taken by the authority's further and higher education subcommittee on Wednesday, is the latest point in its disagreement with the Government over its allocation of teacher training places.

The battle has centred on the ILEA's determination to have Shoreditch College, which specialises in craft and design technology, placed outside the London allocation on the grounds that it is a national supplier of craft teachers.

In its announcement about the future of colleges last week, the Government recognized this to some extent by giving London an additional 114 initial teacher training places for Shoreditch, but left the authority to find another 176 places from its other colleges.

The DES proposed that the biggest cut should be made at Aveley Hill, where it said places should be reduced from 600 to 468, and that the Polytechnic of North London's places should be cut from 290 to 272.

In a report to the committee, Mr Peter Newsam, the education officer, argued that a better solution would be to offer a reasonable range of subjects and to keep open the Mile End annex for mature students.

However, if the DES proposals were accepted it would be difficult for Aveley Hill to offer a reasonable range of subjects and to keep open the Mile End annex for mature students.

He noted that at Shoreditch the Government had abandoned the principle that the craft and design course should be supported by a general one.

The DES spokesman said: "It is up to the local authority to decide if they wish." But the local authority pointed out this week that the cost of continuing provision might prove a stumbling block. The decision might be dependent on the proportion of the provision which could be financed by the advanced further education pool.

Profile of Preston Polytechnic, page 7

### 80 per cent of new teachers in Wales will be jobless—NUS

Eighty per cent of students leaving teacher training colleges in Wales this summer will be without jobs and their prospects are appalling, the National Union of Students (NUS) claimed this week.

Mr Mick Antoniw, chairman-elect, of the NUS Wales chapter, said that colleges and universities are playing a much more positive role in helping to find work for those who could face months in the dole queues.

"The situation is really bad for many students, it is far worse than last year," he said. "Trainee teachers were the hardest hit as the scramble for jobs continued unabated and falling pupil numbers kept down the demand for newly qualified teachers."

"There just seems to be no hope for many who are leaving with certificates and degrees to find (but nobody wants them. It is totally demoralising," said Mr Antoniw.

At certain specialist training colleges, such as Bangor Normal which turned out Welsh language teachers, the unemployment rate was down to about 50 per cent, but the figure in the average training college in

Wales was nearer 80 in 85 per cent, he claimed.

Arts graduates were also finding it difficult to find posts and at colleges such as the Welsh College of Arts and Drama the jobless figure was around 90 per cent. "It is just appalling. Students are becoming reconciled to leaving college and going on the dole," Mr Antoniw added.

NUS Wales and the Cardiff area students association will be mounting a massive campaign next term on behalf of unemployed students and against education spending cuts. Mr Antoniw called on college careers officers and staff to keep detailed registers of the academic records of students leaving this summer. He said they should keep close watch on the students' careers for up to three years after they left college.

Students would now have to weigh up more carefully what they specialise in at college or university and prospective employers at the end of the course, he said.

### Heriot-Watt tells of two-site troubles

The problems of running Heriot-Watt University on two sites were outlined in an international conference held in Edinburgh last week by the university's secretary.

Mr Duncan Cameron told the meeting, organized by the Centre for an Arm of the Organization for Economic Cooperation and Development in Paris, of the costs to Heriot-Watt of having one site at Riccarton, several miles outside Edinburgh, and the rest in the city centre.

### Middlesex governors overturn no confidence vote in director

by Sue Reid

Governors at Middlesex Polytechnic have rejected a motion of no confidence in the college director, Dr Ray Rickett, the director.

The declaration of support overturns a vote of no confidence in the director by the college's academic board last month, a decision taken following the controversial postponement of examinations by Rickett during a lengthy student occupation earlier this year.

The governors passed a motion put forward by two academics stating that the postponement riding was "taken after consultation with the college's examinations office and was reversed within four working days of the publication of a revised examination timetable."

It declared regret that student union action had continued "despite the fact that the polytechnic met every stated demand within its power. A second motion expressing no confidence in the director over their alleged lack of consultation

with the academic staff prior to the decision to postpone the examinations was overwhelmingly defeated.

The National Association of Teachers in Further and Higher Education, some course leaders and the students' union at the college opposed the postponement ruling. They have called for a decentralization of decision making at the polytechnic and full consultation in the future.

But Dr Rickett said this week that an internal inquiry from the student action was more likely to be launched. It would, he said, examine methods of avoiding a similar confrontation.

He maintained that the student union, which was protesting about tuition fee increases among overseas students, had cut the lines of communication at the college and then accused the director of failing to communicate their decisions.

"The governors may seek information about the dispute and the way students behaved. We will be looking into ways of dealing with similar occurrences."

### Council call for more design training

by Clive Cookson

A framework for the design school in postgraduate design in a report published by the Design Council this week.

The report, drawn up by the Council's design school, starts by recommending strengthening of the design school in a report published by the Design Council this week.

There are cultural, economic advantages to be developed in a population of designers in the country.

Putting the design school in a press conference, the Council's design school placed alongside the importance of design in the country.

The report recommends development of a range of courses in design to meet the needs of the country.

It also calls for a more sensitive and creative intellectual ability to be pursued design as a career.

The one-year foundation in art and design, run by the Council for National Academic Awards and the Open University, is a good example of a course which will meet the needs of the country.

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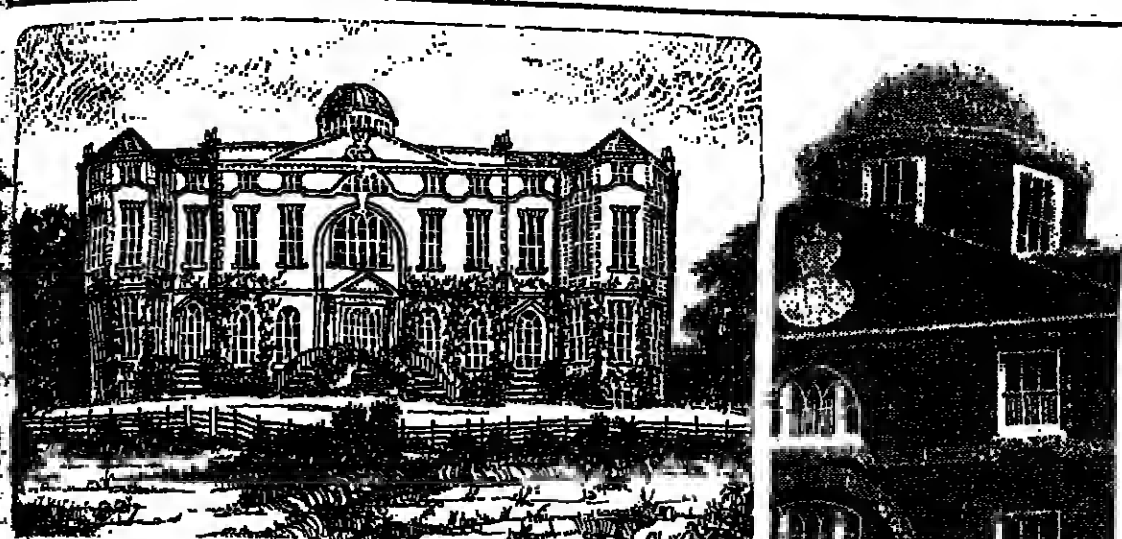
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How it was and how it is—restoration work on The Dome, an eighteenth century house at Bognor Regis, has been completed at a cost of £400,000 and the building was handed over to the West Sussex Institute of Higher Education last week as its administrative centre.

### Two major steps on national credit transfers announced

by Sue Reid

The Council for National Academic Awards and the Open University are pressing the Government to set up a national credit transfer agency to rule on higher education transfer agreements on a national basis.

The important initiative was announced this week alongside news of a newly agreed credit transfer agreement between the university and the council which will allow Open University students to transfer to CNA courses at polytechnics and colleges of higher education and vice versa.

The agreement between Mr Orkney, Minister of State overseeing Higher Education, and representatives of the CNA, the Open University and the Council of Directors of Tertiary Education, is scheduled for next week.

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on a first degree or DipHE course validated by the CNA may be exempted from the first year of study if they have two OU course credits in an acceptable subject area. Students with more than two course credits could be eligible for entry with greater "advanced standing" up to a maximum, leaving only the final year of a full-time CNA course to be completed.

CNA students wishing to transfer into the Open University system—this will inevitably include students forced to "drop out" through academic, economic or domestic circumstances—will be awarded two credits for each year of successfully completed full-time study up to a maximum of four. Significantly, part-time college students are covered by the new agreement.

Mrs Naomi McIntosh, pro-vice-chancellor for student affairs at the Open University, hailed the new agreement as one of the most significant changes likely to affect higher education in the future.

She pointed out that the first credit transfer agreement between the OU and an outside institution was concluded with Lancaster University in 1975. Other agreements had since been finalized with Sussex, Kent, Salford and Brunel University, she announced.

Essex University, she announced, had just agreed a similar transfer scheme and talks were going on

with the Committee of Vice-Chancellors and Principals about the possibility of a national credit transfer arrangement between all universities and the OU.

Dr Edwin Kerr, chief officer of the CNA, said: "Some students finding CNA validated courses find that due to financial or other personal circumstances they are no longer in a position to continue with full-time higher education. This agreement will allow them to continue their work part-time."

Dr Ray Rickett, director of Middlesex Polytechnic, commenting on behalf of the CDP, maintained that the transfer agreement was enabling legislation. It would be up to the polytechnics and the local authorities to determine the scale of its operation.

The number of students enrolling for CNA courses in the current academic year has risen by 22 per cent, to 94,000 against 77,500 in 1975-76. First degree courses in operation have risen in each subject field and the total is now 954 with student enrolment overall of 87,500, according to the CNA's annual report for 1976.

It shows the rapid growth of arts and social studies courses in recent years has continued to level off with the number of programmes growing by 14 per cent, the same as last year.

Leader, page 14

### Graduates hold their own in job market

Unemployment among university and polytechnic graduates increased only fractionally in 1976, compared with the previous year, statistics released this week by the Central Services Unit for Careers and Apprenticeship Services show.

The latest figures, which monitor the first destinations of British graduates and successful higher national diploma students in 1976, show that the percentage of first degree students unemployed six months after leaving university rose to 6.1 per cent compared with 6 per cent in 1975. The level of unemployment among first degree polytechnic graduates increased from 8.9 per cent in 1975 to 9.4 per cent last year.

But the new CSD reports do show that the position of women graduates did worsen and significantly. In 1975 only 5 per cent of women leaving university were unemployed, nearly 1 per cent less than last year. The proportion of women first degree graduates from polytechnics failing to find jobs increased from 9 per cent in 1975 to 10 per cent.

Higher national diploma holders fared better. By December only 6.5 per cent were without jobs, compared with 7 per cent in 1975 and 8 per cent in the two previous years.

Ground for graduates from manufacturing industries was meagre throughout most of the year. But the graduate entry showed a rather smaller increase than had been predicted, with university graduates in social sciences, pure science and the arts accounting for most of the increase.

Thirty-three per cent of university first degree graduates finding employment entered industry, a similar number to last year. Of polytechnic first degree students, 45 per cent found work in this field which covers manufacturing, building and the public utilities. The number of engineering and technology graduates from colleges entering industry rose by 7.4 per cent to 81 per cent.

Law has now overtaken mathematics as the most popular single study subject in the universities with a total of 3,104 graduates at first degree level in 1976 against 2,901 in mathematics. The legal profession continued to attract an increasing number.

The percentage of polytechnic graduates entering permanent employment who went into the public services dropped by nearly 7 per cent to 20.9 per cent while for HND students there was a drop of 3.2 per cent to 32.4 per cent.

If university graduates in medicine, dentistry and veterinary science are discounted from the figures of those entering the public services the statistics show a dramatic drop in demand. The balance of students entering other forms of employment on back page

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### Authors meet on copying payments

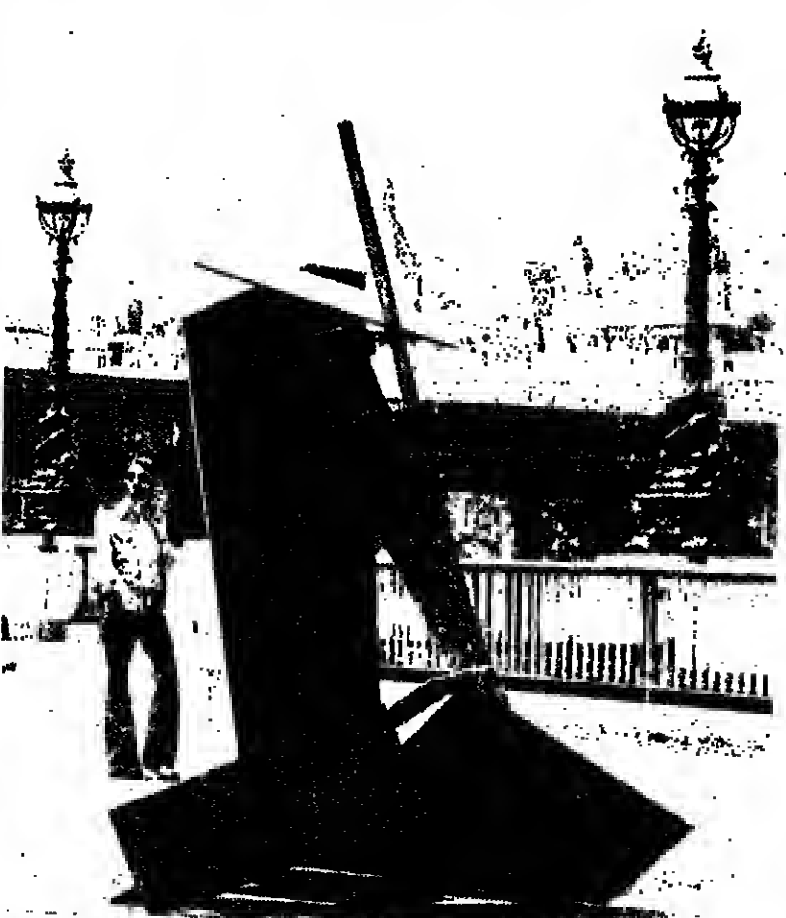
Eight publishers' and authors' organizations have set up a steering committee under the chairmanship of Lord Wilton to consider how to implement licensing arrangements recommended by the Whitford Committee on Copyright and Designs.

The Whitford Committee proposed a system under which it would be legal to make copies of articles without each time seeking permission, but which would give authors payment for copies made.

The group's first meeting is expected in September. If it decided to proceed, the group would be expected to meet in October.

Leaders, page 9; leader page 14.

### Art on the embankment



Sculpture on the South Bank: past and present students of St Martin's School of Art have provided a 50-piece exhibition to decorate the Thames embankment during July.

### Three discuss joint degree

Proposals for a joint master's degree in curriculum design and teaching methods in higher education are being discussed by Chelsea College, London, the Roehampton Institute of Higher Education and Sussex University.

The cross-institution course would be based at the Roehampton Institute and staff at both Sussex University and the Centre for Science Education at Chelsea College would contribute to the teaching. It is proposed to start in 1978.

In an outline of the scheme, yet to go before the senate, the academic planning committee of Chelsea College has said the Centre would "derive considerable educational experience and value from contact with the other institutions."

The colleges would derive fee income proportionately from the students registered and would be able to claim the full-time equivalent load of the proportionate share of the teaching. No extra money would be needed, it says.

### Compendium lists new courses

Archaeology at Exeter, nursing studies at Hull and musicology at Leicester are three degree courses to be offered for the first time in October, 1978, according to the latest Compendium of University Entrance Requirements published last week.

The Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom 1978/79 is available from shops, price £3.50.

### Agriculture doubled

The latest edition of the Department of Education and Science booklet Agricultural Education lists more than 500 advanced and non-advanced courses in agriculture in Wales, almost twice the number ten years ago when the booklet was first published. It can be obtained free on application to Room 536, DES, Elizabeth House, York Road, London, SE1.

### Police called in on Sussex 'bugging'

Sussex University is being hit by a more stringent academic discipline as a result of a report that a student had been caught using a listening device to tap into the university's telephone system.

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# Sandwich course boom brings problems

by Mike Dickson

The trend away from industry-sponsored sandwich courses since the early 1970s and their increasing popularity could cause massive administrative problems for both sectors, it was predicted last week.

The director of the Institute of Industrial Training at Brunel University, Mr Alan Daniels, told 110 participants at the two-day national conference on university sandwich courses, held at Salford University, that the proportion of degree students on the course had increased to 35 per cent from 31.5 per cent a decade ago.

It predicted that by 1981 there could be about 60,000 on some form of sandwich course in the polytechnics and other colleges in England and Wales, with a further 17,300 in the universities. This would mean an approximate doubling of numbers since the early 1970s.

Such growth would mean increased administrative workloads for academic staff, who would have less time for teaching and research, and increasing duplication of effort in trying to find students work placements.

So vital was the role of the academic tutor that employers' contacts were being increasingly guarded even from members of the same department as the loss of work placements would result in further groundwork having to be done. This move of a tutor to another university was more and more likely to cause administrative chaos.

Mr Daniels said the proportion of university-based students, those for whom work placements had to be found by the tutor, had increased from 56 per cent in 1971 to Brunel to more than 80 per cent at present. The university currently required approximately 1,600 work placements annually, one-third in the growth areas of electronics, law, psychology, government studies and sociology.

This problem of placements was also emphasized by Mr Roy Close, director-general of the British Institute of Management, whose paper was read by the BIM's head of management education, Mr J. Wilson. He said the rapid extension of sandwich courses was putting a strain on industry.

The difficulty was in providing enough meaningful work experience that could be properly supervised.

Supervision was being made more difficult by the greater geographical spread of placements as well as their increased number.

Nevertheless, despite the economic recession, 89 per cent of Council for National Academic Awards' business sandwich graduates were getting jobs straight after finishing studies, as were 80 per cent of university business graduates. Only two per cent of the CNAAG graduates remained unemployed six months after graduation.

The conference, organized by the Universities' Committee on Integrated Sandwich Courses, drew representatives from 14 universities, five polytechnics and 49 schools as well as industry and further education.

Many school headmasters and careers masters urged more information on sandwich courses. A survey of leavers at Aylesbury Grammar School found that only 43 per cent had considered applying for entry to a sandwich course and of these only a small number had done so.

Leavers not applying most often thought no courses applied to their subject or could not find a course which appealed to them. A large group said the idea of sandwich

studies simply had not occurred to them.

Yet there was strong support for greater links between work and study and for the sandwich principle. Two-thirds of leavers felt that university science courses should incorporate periods of practical work experience at regular intervals and half felt arts-based courses should do so.

However, while most felt that vocational training would lead to better employment prospects, only 17 per cent were prepared to determine their future career choice by entering higher studies—an indication of the likely cautious decline in industry-sponsored sandwich courses.

Figures calculated by Brunel—the only university to restrict all undergraduate studies to sandwich courses—showed that in 1975-76 Bradford and Surrey had the largest sandwich intakes, both exceeding 2,000. This was followed by Brunel, Loughborough, Aston, Bath and UWIST with between 1,000 and 2,000 and City and Salford Universities with about 200. As all but City, Salford and UWIST did not do sandwich studies account for a majority of places.

# Oakes spreads jam tomorrow thickly on adult sector

by Zoe Fulbright

The adult sector must not become that part of the education service that can be most easily cut back, because central government has a statutory power to curtail local authorities to increase or even maintain existing levels of spending, Mr Oakes said last week.

Speaking in Leicester at the start of the annual conference of the Association for Adult Education the Minister of State at the Department of Education and Science promised lots of jam tomorrow, economic improvement, demographic changes and technological advances all pointed to a brighter future for adult education, Mr Oakes said.

For the present, however, he warned that he had no powers to do what he called "extort and impose" local authorities on to pay for adult education in the home and urged his audience to put vigorous pressure on local councils. "There is some sense in people who would not see it as their responsibility to build a house for help and it is a terrible mistake to think that it is a responsibility of adult education that it should do this," he said.

Mr Oakes looked to the new Advisory Council for Adult and Continuing Education to provide a focus for long-term thinking on adult education. Although it is four years since the Russell Report

on Adult Education first proposed it and it will not have its first report until this autumn, the AAE passed a resolution on the subject, congratulating the minister on its establishment.

The council would also look to the way in which the best use of resources available in the short-term, whether in terms of co-operation with public libraries, museums and citizens' advice bureaux or increasingly sophisticated multi-media tools.

In the long term, when technological advances brought more leisure to all, adult education would have an important role to play in encouraging constructive and rewarding use of free time, Mr Oakes said.

But a pessimistic view of the picture of mass leisure was painted at the AAE's annual dinner on the Saturday night by Professor H. A. Joutas, Vnuhan professor of education at the University of Leicester. He said that much of the time of mass leisure was already spent, but when it was called by different names—like unemployment, early retirement or redundancy—it did not seem so acceptable.

"We now have a generation of school-leavers who are not likely to get jobs," he said. "All this talk about 'special provision' for the 16 to 19 year olds' serves only to obscure this fact. Education is backed for not preparing people for jobs when it should be the other way round. It should be attacked for asking us to prepare people for work when there are no jobs to give them."



Professor and Mrs Levich—no way out.

# Prison officers' case put

Prison officers, as well as inmates, should be offered the chance of university education courses provided by university extramural departments, two leading adult educationists suggested last week.

Mr Bill Foster, director of adult education courses at Leicester University, and Dr F. Thomas, senior lecturer in adult education, said that a new emphasis on research and education provision for prison officers was needed.

Prison officers, added Mr Foster, who has completed research into education provision in Britain's prisons, were not exposed to the concept of adult education. There were, he said, competitive evening courses for prisoners but would also welcome programmes of their own.

"Changes in our society have produced a more privileged prisoner," he went on. "The state suddenly got to produce an adult education system in prisons aimed not only to the underprivileged but the educationally privileged. We cannot just ignore this type of prisoner because he has enjoyed a slice of the cake," he said.

The standing conference on University Teaching Research in the Education of Adults,

Mr David Alexander, of Edinburgh University, revealed that less than 4 per cent of the total adult population of Scotland were participating in leisure-time courses. The majority of them were middle aged, many over 80 per cent were from the top three socio-economic brackets.

That had brought some agreement among adult educationists that teaching and growth needs of individuals, groups and communities must form the basis of provision. It was only possible to work closely with individuals and groups in communities and developing together with them or flexible and coordinated variety of open access learning opportunities.

Examining the advantages of applying management principles to university departments of education, Mr Owen Harris-Jenkins, of Hull University, said it was generally felt that a persistent reduction in their resources strained established provision and placed at risk innovative and experimental work.

It seemed appropriate to review critically the contribution education departments could make in easing this difficulty.

# Soviet guest of honour forced to miss birthday celebration

Scientists from 10 Western countries met in Oxford this week to honour the sixtieth birthday of the Russian "disident" scientist, Professor Benjamin Levich.

But Professor Levich himself, who has been trying to emigrate to Israel for the last five years, was prevented from attending the celebration by the Soviet authorities to attend a conference in the USSR.

Professor Levich, whose two sons were involved in work on nuclear reactors up to 1949 and had been officially declassified in 1950. Since then he has published over 200 articles, said three books about physical chemistry and hydrodynamics and is widely regarded in the West as the major contributor in the field.

But letters from the Soviet scientists, who were invited to the conference, were held back by the Soviet authorities. Professor Levich's contribution to the scientific world could not be internationalized, it was claimed.

One from the Soviet branch of the International Society of Electrodynamics said: "A number of our scientists have won the Nobel Prize. But none to our knowledge has won

such attention as Professor Levich. That leads us to believe that in this case it was not Professor Levich's scientific contributions that prompted this attention. Apparently it is because over the past few years, Professor Levich has been busy denouncing his country, clearly to the detriment of his scientific work."

Professor Levich was indeed an emigration permit applicant because of his link with classified research. In a recent comment, he said: "To keep talking about my alleged work in open fields of science, after 53 years of existing in total isolation from the scientific life of this country, is absurd."

"Here is an obvious case of revenge for my long struggle for the natural human and civil rights of scientists into the property of the State."

The conference heard papers on physical chemistry and hydrodynamics including one by Professor Levich. Sir Derek Barton, of the Imperial College of Science and Technology and one of the principal organizers of the conference, said he was exempt on the part of Western scientists to make a positive action to help Professor Levich.

# Appeal for better understanding of the deaf

by Jane Felmann

Deaf students are likely to fall through the net unless specific provision is made to ensure that they can understand their lectures. This was one of the main points to emerge from a one-day conference organized by the Royal National Institute for the Deaf at the problems of students with impaired hearing.

Mr Paul Redfern, a deaf student currently at North London Polytechnic, said that it would be regrettable if, as the number of deaf people entering higher education had to undergo the same experience as the hearing, the deaf would be left behind. He said that the deaf would be left behind if the hearing were to be left behind.

When he started the course, he had been confident that he would be able to keep up during lectures. The school he had attended had concentrated on oral teaching techniques, of which lip reading is the basic form of communication.

But he had not foreseen that many lecturers do not look at their students but at the blackboard. When he had asked his personal tutor for help, he had been told to "try harder."

After two terms of struggling through by photocopying other students' notes, the polytechnic had agreed to allow Mr Redfern one-to-one tutorials instead of the lectures. But while this eliminated the communication problem, it had meant that he was totally isolated from the other students and that he had no one apart from his tutor with whom to discuss the course.

As a result, he failed his exam. He was fortunately accepted by a second degree course, in social science at North London Polytechnic. There he was unfortunately allocated an interpreter, who attended every lecture, and he has now successfully completed the course.

Dr John Denmark, consultant psychiatrist at Whittingham Hospital, Preston, told the conference that the teaching of sign language to deaf children was still a very controversial issue, but one that was highly pertinent to the numbers of deaf school-leavers continuing their education.

More schools were now teaching sign language and it was becoming widely, if not universally, recognized that where oral techniques failed, sign language should be used. This was highly pertinent to the numbers of deaf school-leavers continuing their education.

He suggested that the Government should support schemes to prepare would-be graduate teachers for commerce and industry. He said the year employment prospects for some sectors of highly qualified university leavers must become a matter of public concern.

According to previous statistics, about half of those awarded an MA at Glasgow went to the university intending to enter teaching. The acquisition of the Job Creation Programme for unemployed school-leavers was full-time professional and vocational courses and advanced training schemes. The Government should support these on an emergency basis. "In the past the Government has always awarded grants to graduates registered for such courses."

"I have no doubt that even if it is faced with applications from thousands of entrants into higher education, the Government will continue to support overseas students."

Professor Williams added that employment prospects for science graduates was variable because of a wide range of disciplines was involved.

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# Will Glasgow belong to them?

The principals of Glasgow's two universities took contrasting views of the prospects facing this year's university graduates, when they addressed graduation ceremonies this week.

Sir Samuel Curran, principal of Strathclyde University, said the graduates would go out and create prosperity in Britain, ruffling its industry and commerce.

Professor Alwyn Williams, principal of Glasgow University, however, feared that reduced opportunities in teaching could be expected for arts graduates and called for a Fellowship select committee to review their recruitment, training and job prospects.

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# Job-hunters from Kent do well

Graduates of Kent University did surprisingly well in finding jobs in a difficult year, the report of the appointments board for 1976-77 said this week.

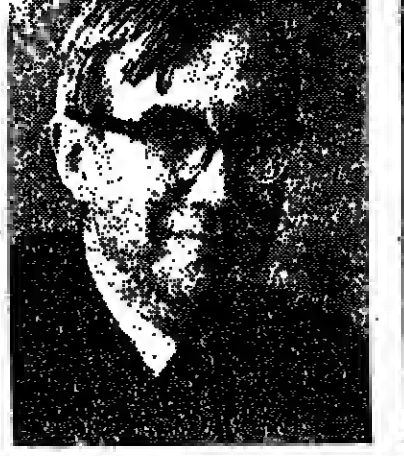
The proportion of graduates who had dropped from a total of 1975 to 2,300 last year. By last October, two thirds of graduates known to the board one in eight had not found permanent jobs.

Kent University's Appointments Service reports for the year 1975-76.

# Professor Kogan

Professor Maurice Kogan is professor of government and social administration at Brunel University, and not professor of economics, as stated in the profile of Lord Boyle in The Times two weeks ago.

# Mighty are honoured



When the funnyman achieves academic respectability will his jokes become like learned attempts to explain them, merely grey, dull and unfunny? Probably not in the case of this week's licensed jester, Dr Eric Morecambe, who leads, from left, three galleries of funnyman names from showbusiness, business, newspapers and politics who received honorary degrees: Mr Eric Morecambe DLit (Lancaster); Sir Douglas Haider BSc (New University of Ulster); Air William Ross-Moyle I.Lit (Bath); Mr Harold Macmillan I.Lit (St Andrews).

# Universities threaten Schools Council over reduced representation

by Bob Day

Universities and colleges might start setting their own entrance examinations and the Committee of Vice-Chancellors and Principals might withdraw its support, a meeting of the Schools Council's governing body warned last week.

The CVCP objected to proposals for reforming the council which would mean a much reduced say for higher education in the body responsible for developments in school curriculum and examinations. The plans laid before the governing body last week were to replace the present governing council, which has over 70 members, with three separate committees; a widely representative convocation about 50 strong, a professional committee dominated by school teacher unions, and a powerful finance and priorities committee which would have a majority of central and local government representatives.

These proposals follow demands from the Education Secretary, Mrs Williams, that the council be reformed to take more notice of interests other than schools and to give a bigger say to the DES and local education authorities who jointly finance it.

The present council has 15 representatives from further and higher education bodies such as the CVCP, the Association of University Teachers, the National Association of Teachers in Further and Higher

Education and the Council for National Academic Awards. The plan was to reduce these to eight in convocation with none represented as of right but with representatives chosen by the finance and priorities committee. Only NATFHE would have a representative on this committee and on the professional committee.

Dr Geoffrey Templeman, vice-chancellor of the University of Kent at Canterbury, told the meeting it had been suggested by the CVCP that, as major customers for the products of schooling, universities should have some say in the council's affairs. That influence should be felt at every stage, not least where the decisions are taken.

Unless the importance of this was recognized, "the universities may have to consider their future relationship with this council."

Professor W. R. Wallace, speaking for the AUT, complained that higher education was being squeezed out. Only NATFHE would be able to choose who represented them. He wanted a university voice on the professional committee. He warned that if universities were to be excluded from the council they should not be excluded from its deliberations. Otherwise they might have to establish their own entrance qualifications.

Professor Jack Wrigley represented the Universities Council for the Education of Teachers also thought the method of selecting representatives from higher education was unsatisfactory. He wanted at least one person from the universities on the finance and priorities committee.

Dr Edwin Kerr, Chief Officer of the CNAAG, associated himself with these complaints. The CNAAG, he said, should have a place as of right on the professional committee.

But Mr Tom Delver, general secretary of NATFHE, called all this "blackmail." "It is a revolution in that the universities have a point of view and have at long last found a voice. But there are ways and means of discussing these problems without threatening to take the bat and ball home right from stage one."

The reason for the reduction in university representatives was that a political decision had been made that the council should be smaller: "I don't like it, I think it is nonsense but that is the framework we have to work in," he said.

By a large majority the council voted to accept the broad outline of the proposed changes but to have the question of the size of convocation and representation looked at again.

The AUT is to submit a paper on the composition of the council to Sir Alex Smith, its chairman.—TES

# Overseas student numbers up by 13,500 last year

Overseas student numbers in Britain increased by 13,500 in 1976, compared with the previous year bringing the total to 114,000, according to figures released this week by the British Council.

They show that in the university sector more than 29 per cent of overseas students were studying engineering and technology and in the polytechnics the proportion of foreign students in this field was nearly 42 per cent.

Subjects in the social, administrative and business areas also attracted high overseas numbers. In both universities and polytechnics nearly 30 per cent of overseas students were reading for degrees and diplomas in these subjects. Twelve per cent of the overseas recruits in the polytechnics and 19 per cent in the universities were studying science.

The number of students from the Commonwealth was lower than the total from other parts of the world. But of the 76,000 students from the developing countries more than half were from the Commonwealth and 49 per cent from elsewhere.

Countries sending the highest numbers were Malaysia with a total of more than 15,000, Iran with 8,000, Hongkong with 4,000, Nigeria with 5,000, but Greece, alongside these countries, increased its student numbers in Britain significantly to a new level of 3,500.

The total number of students in the university sector reached 31,800, and in polytechnics 10,000 and in further education 32,500.

The British Council Statistics of Overseas Students in Britain 1975-76 is available from the Printing and Publishing Department, the British Council, 65, Davies Street, London, W1Y 2AA.

# UKCOSA chairman calls for new policy machinery

by Sue Reid

New and stronger machinery for formulating policy on overseas students was called for this week by Lord Gladwyn, Liberal peer and chairman of the United Kingdom Council for Overseas Students Affairs.

Stating publicly the UKCOSA's demand for a powerful standing commission to keep overseas student affairs under full review, revealed by The Times last month, Lord Gladwyn said: "It is becoming clearer that what is really needed is new machinery for formulating policy on the whole problem presented by the temporary presence of an increasing number of young foreigners in our midst."

The difficult issues of fees, quotas, geographical distribution of students, basic qualifications for entry and course relevance now needed to be examined by one body presided over by a competent and highly powered academic figure, which after hearing evidence could submit general proposals for Government action.

Lord Gladwyn confirmed that a working party, made up of representatives of the UKCOSA and the British Council and the Academic Council, was currently preparing a draft document outlining the standing commission proposal.

This is expected to be submitted to the Government for consideration before the Parliamentary recess at the end of this month but details which would be set out in a white paper on the size of the body and its relationship with international organizations.

An informal draft putting forward

a number of proposals, including a suggestion that the body should have a small "central core" of members able to accelerate decision-making, has been drawn up.

Lord Gladwyn, who was speaking at the annual meeting of the UKCOSA in London, warned that the Government's increase in overseas students' fees threatened to financially cripple poorer students from the poorer countries who were in most need of help.

"It remains to be seen what the effect of the fee increases will be but it is certain that a considerable number of students in the middle of their studies will not be able to finish them unless they are assisted out of various hardship funds," he warned.

Professor Neil Doherty, director of the London School of Economics, told the conference that everything should be done to impress on the Government the economic shortcomings and moral injustices of further increases in overseas students' fees.

The sector of students had an economic and cultural contribution to make to Britain and the system of differential fees which was supported by the Government was bound to create a rigid barrier that militated against quality and would provoke continued "policing" about the question of overseas students.

He added that it should be the responsibility of the institutions to discover which overseas students were bona fide.

# Highland university proposed by SNP

A new university should be founded in the North of Scotland to help revive the Highlands, a recently published Scottish National Party policy paper has said.

Alongside restrictions on holiday homes, security of tenure for crofters and the reform of the Highlands and Islands Development Board, the SNP suggests that a Highland University should be set up in either Skye or Lewis.

The university—with a Gaelic bias—would have separate colleges on the model of the University of Wales. For example, there might be a fishing college at Skye, an agricultural centre in Inverness and a centre for Nordic studies in Shetland.

An examination of the attitudes and life styles of students before and after PEL and their "social relations" will also be assessed.

The NAEE and the society maintain that the project will provide a link between research studies of courses for industrial workers to those of the political, legal and institutional arrangements for PEL.

The committee members will include Mr Arthur Stock and Mr Alan Chalmers of the NAEE, Mr Bill Hughes, principal of Ruskin College, Oxford, Mr Gerry Meador, of Middlesex Polytechnic, and Dr Colin Fletcher, a research officer of Nottingham University's adult education department. Mr Paul Fordham, director of Southampton University's adult education department, will chair the body.

PEL in 1977



# Safety query over new buildings

by Sarah Sugrue  
Modern university buildings will be criticized for their lack of safety in a new report to be presented in the Health and Safety Commission.  
Speaking at a Safety Conference for Universities and Polytechnics at Sussex University last week, Miss North Curry, a member of the Health and Safety Executive, said she was most concerned about buildings put up in the past 18 years.  
Miss Curry's conclusions were the result of a survey into the application of the Health and Safety at Work Act to universities. In the past year she has visited the universities of Cambridge, East Anglia, Leeds, Salford, Strathclyde and Swansea.

She told the 150 delegates of windows that could only be closed with the help of special scaffolding; flat roofs with no maintenance men who had to go up them; stairways empty from walls, where people could break a

leg; monumental balustrades through which people could slip and fall several floors; glass walls which could be walked through, which happened while she was in Cambridge; and other hazards.  
"There is no doubt that a high percentage of accidents in universities happen to cleaners and maintenance staff," said Miss Curry in urging delegates to be more mindful of their service departments. In boiler houses one of the problems appeared to be insulation and there was still a good deal of asbestos about.  
Five risks also presented problems and Miss Curry warned that one of the major expenses universities would have to meet in the next few years would be in bells of residences where no of the main causes of fire was the chimneys.  
However, there was little danger to the health of students or other members of the public in most of the teaching processes. Arts students

on the whole were well protected and science students had limited exposure to the possible hazards of laboratory work.  
But there was a need to undertake a survey of teaching programmes in laboratories, see what material was being used, whether it was essential to use it, and if it was, to make sure there was adequate training to the proper use of hazardous materials, possibly by including safety laboratory practices in the curriculum.  
Although students and academic staff might be in laboratories for limited periods, technicians were more exposed and Miss Curry was concerned about the lack of ventilation in some areas.  
Research in the laboratory needed continuing supervision. It was important that arrangements for safety cover all who might be at risk, including cleaners and security staff.  
There was also the problem of the disposal of hazardous materials.

# 'Do not turn clock back on science'

by Judith Judd  
Pure science must be defended against those who are interested only in the improvement of technology. Professor D. Brynau Thomas, Bute professor of anatomy and experimental pathology at St Andrews University, said at the science graduation ceremony last week.  
Unless adequate resources were provided for pure science it would be impossible to maintain courses in pure science, medical science, applied science or technology, he said.  
"We really must be very careful to ensure that we do not turn the clock back and we must be ever vigilant to ensure that we do not allow the clock to be turned back by those who do not appreciate the importance of pure science in relation to technological progress and who certainly have no enthusiasm for pure science devoid of immediate application."  
We should not understand that failure if we did not have detailed information about the circulation of the blood and it was most unlikely that William Harvey would have been able to begin to collect this information if his classical studies had not been preceded by the appropriate developments in dynamics.  
These in their turn would not have occurred if Galileo and Newton had not had the desire and the ability to satisfy their curiosity and do so without being distracted by attempting to meet practical applications of their work in medicine or elsewhere.  
A short step to advocate the diversion of resources from pure science to technology and to forget that the scope of technology is inevitably dependent upon the scope of pure science.  
Professor Thomas said we were in danger of forgetting that money was not a substitute for ideas. This was precisely what happened when the President of the United States decided that he would provide enough money to cure cancer.  
"The limited success of the programme which he launched endorses the dependence of technology upon appropriate developments in pure science."



# Professor Hodgkin honoured

The long association with Somerville College, Oxford, of Professor Dorothy Hodgkin, OM, who won the Nobel Prize for Chemistry in 1964, has been commemorated along with that of Professor E. P. Abraham, professor of chemical pathology, with whom she has collaborated in X-ray crystallographic work on the structure of cephalosporins.  
The EPA Cephalosporin Fund has made a donation of £30,000 to Somerville, which brings to £70,000 the amount the college has received from the fund. This will allow it permanently to endow a tutorial fellowship in the medical, biological and chemical sciences. It will be named the Dorothy Hodgkin-E. P. Abraham Fellowship.  
The principal of Somerville, Mrs Barbara Craig, announcing the gift, said the college was especially

grateful for the timing by Professor Abraham and his fellow trustees of the fund.  
It had enabled the college to honour Professor Hodgkin in the year of her impending retirement from her professorial fellowship and had brought Somerville a step nearer its aim of achieving, by 1979, the year of the centenary of its foundation, the full endowment of at least one of its tutorial fellowships in every subject in which it has tutors.  
Professor Hodgkin came to Somerville College in 1929 to read chemistry, and when she became a tutor, her fellow acted as moral tutor to all college undergraduates reading any branch of science and taught most of them at some stage in their courses.  
In 1948, Professor Abraham and a colleague Dr Guy Newton discovered the antibiotic properties of the cephalosporins, which are resistant to some enzymes which destroy penicillin. The discovery was patented by the National Research Development Corporation and the resulting royalties go into funds used to further research.

# Business of cooperation emphasized by council

by David Walker  
The Business Education Council has to deal with 150 separate bodies in attempting to secure its students exemption from professional examinations therefore it must work by persuasion. Miss Janet Elliott, one of its senior officers, told a conference last week.  
It was a tremendous achievement, for example, that the council had recently managed to get the three bodies representing accountants to sit round the same table and begin the process of signing qualifications.  
Miss Elliott's theme of coordination was extended at the conference, organized by the Business Education Council at the City of London Polytechnic, to cover the awards of the Council for National Academic Awards and of a range of professional bodies from bankers to accountants and the local government service.  
On behalf of the CNA, Mrs Cynthia Liffie spoke of the need to rationalize courses of business studies and management studies so that students were brought together and could transfer from one course to another. Representing the Institute of Bankers, Mr Eric Gliver, its director of studies, recounted the recent reorganization of qualifications which linked progress through the banking world with courses offered under BEC auspices.  
One of the main concerns of business teachers was the relationship between the CNA and the BEC. The former higher national diploma and certificate courses granted to holders access to degree level work and negotiations were going on to give holders of BEC certificates similar rights. For instance, in business studies, the holder of a

higher certificate might gain entrance to the third year of a degree course in a polytechnic.  
Mrs Liffie expressed the hope that the BEC would go about its work of validating courses produced by further education colleges in much the same way as the CNA—by recognizing the expertise and independence of the colleges and their teachers.  
Miss Elliott reminded business teachers that the BEC had to satisfy employers and the professions of the quality of its awards by keeping up national standards. This put a heavy on local variations.  
The teachers at the conference were anxious, too, about the future of the diploma in higher education and whether students holding it might expect access to the third year of business studies degree.  
Mr R. F. Atkinson, HM Inspector, admitted the possibility of contact between the DfHE and the BEC higher certificate, saying that since would soon be issued as a future of the DfHE.  
There were hints to cooperation and rationalization. Mr J. E. Dewar, an official of the Institute of Chartered Accountants, expressed his profession's reluctance to tie its admission procedures to the public examination system. He saw little likelihood of making an accountancy an all-graduate profession.  
There is a growing number of people, who, said to say, want to opt out of the university system but who are intelligent, capable of doing anything. We have to cater for these. In the profession, too, we have members who have achieved their position from a humbler position than the university degree and are anxious that a similar path upwards remains open.

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# Education must not dominate fourth channel, IBA says

The independent Broadcasting Authority has told the Government that if it runs a fourth television channel educational programmes would be confined to a seventh of production time.  
In its comments on the report of the Annan committee on the future of broadcasting the IBA declares itself against the concept of an open broadcasting authority to run the fourth channel. However, it agrees with Annan that the fourth channel should be used for education: education should not dominate the channel.  
Who should produce educational programmes for the fourth channel is an open question, the authority said. "Whether the best use of the time allocated lies in the transmission of live television programmes or in the creation of a channel to meet different educational needs is a matter the IBA would like to see carefully considered."  
For example the IBA's own educational advisory council recommended a better array of programmes for school-leavers, including courses on work training and on the problems of the young unemployed as well as courses in numeracy and literacy.  
If the IBA ran the fourth channel it would have to advertise like ITV and it would cost less than the open authority proposed by Annan.  
The National Association of Schoolmasters/Union of Women

Teachers expresses concern in its comments on Annan about the ethical standards of current programmes. "It must be a source of concern that some are broadcast which are either immoral in their outlook or confirm inward attitudes."  
Greater cooperation between educational institutions, broadcasters and creators of audio-visual material would result from the founding of an Open Broadcasting Authority, the National Closed Circuit Television Association has said in its response.  
NICCTA, which has 248 member institutions all over the country, fears that the OBA will not see the light of day.  
The association denies that the present mould of educational broadcasting is rigid and feels that the need for more educational programmes on the range of resources available to fulfill the programming needs of the OBA.  
"Educational broadcasting is malleable and can respond to future developments," the response says. "Many NICCTA members have equipment of broadcast standard and production staff of great professional skills at their disposal. They are more active than ever before partly through recent technical innovations and are also experts in the production of audio-visual material for specialist audiences."

# Language assistants' job slump

The number of posts for foreign language assistants in schools and colleges last year fell by 25 per cent, according to the Association of University Professors of English.  
In a letter sent to The Times, Dr J. C. Ireson, chairman of the association, says that in 1974-75 there were 4,400 foreign language assistants employed in schools and colleges in Britain. Since then a number of authorities had decided as an economy measure to take none at all.  
"The result of these withdrawals is that, for 1976-77, a total of 3,300 places was available."  
The professors pleaded with deep misgivings the decision of LEAs not to employ such assistants in schools and colleges for a second year running. It has hit the scheme whereby assistants are exchanged between European countries, they say.  
The reduction was first described as a temporary measure. But while some authorities, such as Strathclyde, have reentered the scheme, a number of others had withdrawn. Now nearly 30 out of 125 education authorities have opted out. The result is that for French in Britain a number of posts have been dropped by about 1,000, from some 3,100.  
Professor Ireson warns that however tempting this form of economy was its effects were, "jeopardizing the present and future of the language teaching."

# On the other hand

## Thanks, Mrs Ninn Art of cooking

My reader Mrs M. L. Ninn of Chesham has written in regard with the help of all-contributing list of things on how this column could be improved. E. A. Whitehead, the general post, chief officer of South Bank Polytechnic's design unit, if humanly possible, fewer jokes and the occasional moment of thought-provoking earnestness to oblige a new letter per week only a special Mrs Ninn pull-out supplement.

## Here's looking at you

Being a lecturer has helped me to cope with becoming a bonny housewife, said Judith Platt, a 24-year-old lecturer in general studies at St Albans, Herts in 1977. About once a week East Dorset Technical College arranges a student for her classes and Judith pulls on a such to take a bit of glancing at Britain's factories.  
She was selected from a national survey of 2,000 and from 260 families for the British Safety Council which has been holding the competition for 13 years in the belief that a young girl can do more to promote safety than a man.  
There is a growing number of people, who, said to say, want to opt out of the university system but who are intelligent, capable of doing anything. We have to cater for these. In the profession, too, we have members who have achieved their position from a humbler position than the university degree and are anxious that a similar path upwards remains open.

## Art of cooking

"From the prehistoric cave images of stags and bison to the giant hamburger and baked bean tin of American pop art, food has been a recurrent theme in art." Thus runs the blurb for an exhibition at the Kettle's Yard which staff and students of Cambridge for the summer will be missing.  
The organizers claim that this is the first exhibition of food art in this country and go on to explain that it is a unique collection of notions on two fronts: "as art it tastes, smells and perhaps; as food it refuses to submit to any demerol that what is edible should be eaten." On show from July 19 to August 12 will be living pictures, edible sculptures, small pictures, cake art, food collages, and ceremonial eating events (for instance, *Shogun's Potomac in A Hat*). These will be supplemented by more conventional works with a food theme.

## That is a dolphin

Last time (THIS, July 1) I was inquiring why the South Bank Polytechnic's crest depicted a porpoise trying to push its head through a suit of armour. Its deputy director, concerned that I was losing sleep over the issue, has written to sort it all out:—  
from Mr J. J. Bellamy  
The crest depicts a dolphin, a fish, known as a porpoise, a fish of kindness, love, intelligence and speed, and often associated with towns having a serious claim to maritime prominence. All the more appropriate then in a polytechnic well endowed with these qualities, situated in a maritime environment, and moreover one which has developed its own maritime connections.  
Nevertheless, the writer cannot recall seeing dolphins in the Santhorpe reaches of the Thames, though a clustering of the river porpoises and fish return to these reaches, even in shallow water. This surely would represent a considerable achievement for our time.  
I have the honour to be, Sir, your obedient servant,  
A. J. BELLAMY,  
Deputy Director,  
Polytechnic of the South Bank.

## Tram jam

The Jubilee has proved a wonderful opportunity for enthusiasts to mount exhibitions on their particular interests, with only the most restrictive legal limits. One of my favourites opened as part of the Kingston Polytechnic Jubilee exhibition last week: "Royalty and tramways."  
Needless to say the Tramway Society is in the fortunate position of having set up large scale model trams on a 60-foot length of track. There is a collection of pictures showing the tram at work in London. Tramway films and slides are being shown at regular intervals and a special tram book stall is provided.  
So what, you will be asking, is the link with the Queen knocking up her quarter-century? Well, 25 years ago marked an important event in the history of the London Tramway system: it was placed down for ever.  
The team's brief is to explore the problems which will have to be overcome in attempting to record, for the proposed Eighteenth Century Short Title Catalogue, all the BL's books, pamphlets and other ephemera, for there are about 300,000 such items, making it the largest collection in the world.  
The BL claims the newly found explorers could provide information on to be found



Her beautiful eyes in safety leaves talk to workers.

working cheerfully round machine tools and machinery, while one minute and speaking to the next to any who dare enter without protective goggles.  
I joined her at a piston ring job in Hampshire where the workers seemed keen on safety gear. In fact, they forgot all about the ladies and not in offices or seminar rooms on the first floor. A comfortable chair is being provided in the ladies for your convenience." East, Saxon roads are now registering great surprises.

## Mining BL lode

Deep in the bowels of the British Library's unexcavated material on intensive search is under way. For many years it has been known that material invaluable to historians has languished there unread and during the past three months a small research team has been finding out just how extensive it is.  
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# The problems of German universities



Ralf Dahrendorf

German universities have been in the news recently, at least in the higher education news, and their two versions. One is a report about German universities by the Council on the Future of Universities which trying to push the degree of publicization that has become characteristic of some departments in several universities. The other is a report about the German Civil Service.  
The two are related, at least in the minds of some politicians, but I want to address myself today to the latter, and discuss four questions. What is it about? What is wrong with it? What has gone wrong in bringing it about? What can be done to change it?  
What is the so-called *Berufswahl* about? The facts are simple, although rarely stated. Along with officials of central, local, and local government, many other groups in Germany have the status of civil servants, or rather, *Beamte*: railway and post office employees, for example, and school and university teachers. The rules applied to all of them—the guardian of a city cemetery and the university lecturer in botany, the engine driver and the personal assistants of the federal chancellor, the research assistant and the school worker—include a test of loyalty to the constitution. (And it is, which one should not forget, a very democratic and liberal constitution.)  
In addition to an oath of loyalty, this has involved, for some years, an investigation of the past activities in the case of university graduates. This investigation has brought up, and made relevant, information on membership in student societies, participation in demonstrations, and so on.  
Over the last few years or so, several hundred thousand individual cases have been investigated in this manner. Whenever a *Beamter* is first employed, a form is sent to the Ministry of the Interior to find out whether there is any overt or covert membership of the kind. If there is, employment may prove difficult or impossible. It is perhaps important to add that the number of people not employed because they are considered "constitutionally unfit" is relatively small, probably fewer than 500 in all these years. In a country in which there are four million people in public service (and that is at least 100,000 civil officials each year).

What is wrong with this system? A lot is wrong with it, but let me say first of all that it is probably agreed among most people that one would not wish to have declared enemies of a society employed in the top administrative jobs. The fact of the right or the left who believes that Parliament should be abolished is hardly a suitable candidate for permanent secretary in the Home Office.  
But of course the problem in Germany is not this. Let me just list its most flagrant dangers. First, the German system of testing loyalty to the constitution lumps together the most diverse occupations and applies a principle which may make sense in some areas of the Civil Service proper to other areas which have nothing to do with administering the constitution.  
Secondly, the system of testing the non-minimal loyalty of the individual leads to some areas in themselves and are bound to produce a climate of fear and subservience in the part of those liable to be investigated.  
Thirdly, if one adds to that the kind of hysteria which has become characteristic of several Western societies, one is bound to suspect an implicit authoritarianism which might well be described as authoritarianism. Although there is no doubt that this has in fact come about in Germany.  
What has gone wrong to bring about such a system? In the first place, of course the extension of Civil Service privileges, and obligations to groups, is not really part of the Civil Service, but there is another point and an important one. The present system of testing constitutional loyalty is the obvious side effect of Chancellor Brandt's intention to liberalize an existing practice.  
There is a real lesson to be learnt here. When Willy Brandt looked at the conditions of entry into the Civil Service, he found that some people were declared to be members of members of certain organizations, neo-Nazi and Communist Parties. He decided—and with other liberals I was entirely with him on this—that this was nonsense, and that what was needed was a change in the individual actually intended to subvert democracy.  
This sounds very good and assumed of course that it would lead to a considerable liberalization of existing practices. It did not. On the contrary, now that individual motives and actions mattered, an enormous system of investigation had to be set up in order to find out what the individual applicant for a Civil Service job had actually done before—and that generally meant, as a student, as a result, the organization with the euphemistic name "Protection of the Constitution" (*Verfassungsschutz*) began to build up hundreds of thousands of files, and increasingly the lines between subversive activity and any kind of political activity became blurred.  
What can, what should be done to change things? My first intention to explain a few things for which there is little space in most newspapers, but let me leave no doubt about my position: the only answer is that the thousands of files which I have talked about must be destroyed. If the climate of suspicion which now prevails in universities and elsewhere in Germany is to be dispelled.  
The term *Berufswahl* is misleading, indeed. It is deliberalizing the relatively small group of people whom one is talking about is not deboned from 90 per cent of all occupations in Germany, and in any case it is difficult to argue that there could be a right to become a civil servant. But, the only solution is one which the German left will undoubtedly resist with every strength which it has: university teachers and researchers are not public servants; they should be free to think and say what they think is true; they should therefore not be recognized as public servants, but recognized in their own right and status.

If Germany had a tradition of university autonomy, and if the university Grants Committee to underline it, many of the problems which I discussed in this article would not arise.

# VSO a help in job-hunting

Most of the students who go on Voluntary Service Overseas find it easy to get jobs when they return according to a survey of returned volunteers.  
About 74 per cent of the 325 people in the sample believed that their experience had been helpful in their subsequent job-hunting. The survey was done by a very busy staff to find a job.  
When they returned to Britain they tended to go into jobs connected with the work they had done abroad. For example, of 213 who had been on a teaching project 135 became teachers.  
Most volunteers—86 per cent—felt their decision to do voluntary work had been correct.



# LETTERS TO THE EDITOR

## Wider approach to educational broadcasting

Sir,—Mr Gratton and Mr Robinson of the BBC education department wrote a strange tatty-turvy letter (THES, July 1), much of it an attack on my views of research which they describe as too limited, flaccid and simplistic. They advocate instead "evaluation as a manifold activity; developing curricular knowledge through many skills and judgments". This approach I described almost 20 years ago in *Television and the Child* in a section on programme production and research (pp. 58-66) where I also indicate ways in which this might be done. The true accolade for an author of an idea is when it is accepted by those initially unfamiliar with it that it is adopted as their own. While this is gratifying, it is also sad that the two writers of the letter, themselves holding key positions, while embracing the faith have failed to act on it.

They draw attention to a study of Rex Rogers of the BBC primary school sex education programmes as an example of this wider approach. It is this reference which gives the letter its tatty-turvy character for this research was done at my initiative not theirs, with my research money, by me jointly with Rex Rogers who was then a graduate student on his first assignment as research officer in my unit. He did a very good job using many different approaches (content analysis, observation in the class-

room, prior discussion with the producer, questioning teachers and parents as well as studying the children themselves. Immediately after the programmes were shown and again three months later). It was a study in the round also examining how far impact depends on what happens in the classroom and in the home. The research was mounted in very short notice and cost little.

The Annon committee was at special pains to discover from the Schools Broadcasting Council and Mr Gratton how frequently in their researches the children themselves were studied over and above obtaining the views of teachers. There was ample opportunity for such studies to be sent to the committee. They were not and we inferred that little had been done. If the committee was mistaken, I would be happy to hear of studies we overlooked or proof that the views of teachers are so searching and reliable that the children at whom the programmes are aimed need not themselves be studied. If I were a producer, I too would not want to divert money from producing research. It is the job of the head of a department to obtain research funds and that of BBC management to authorize it so that fees payable to innovative programmes can be documented and a body of knowledge built up about children's responses.

As a member of the Annon committee for two and a half years I have had the splendid opportunity through discussion and reading their evidence to learn something about the work of broadcasters. This experience has made me even more hesitant than before to speak of the broadcasters' views on broadcasting or how programmes should be created. The authors of the letter have, I believe, read little of what I have written about research nor talked to me about it. It must be this lack of intellectual ballast which made it possible to pronounce so unhesitatingly about the views of someone in a field not their own.

But this is neither here nor there. What matters is that the department produces high quality programmes, that it tries new ideas often very successfully and that children are a particularly difficult group with which to communicate if one wishes to teach as well as interest. Instead of defending the BBC, as if it were the Vatican fearful of creeping agnosticism, the BBC education department would do well to use the structures of its Annon report and the recommendations of the Katz report to obtain the necessary funds to build up—in collaboration with university departments if needed—the type of cumulative knowledge they rightly desire.

Yours sincerely,  
HILDE HILGELWEIT  
Professor of social psychology,  
London School of Economics.

## Bradford confusions

Sir,—The reporting of the problems of teacher training reorganization in the Bradford Metropolitan District and Yorkshire generally (THES, June 3), seems to contain several misunderstandings, and might indeed be said to project several stereotypes which confuse the issues rather than simply inform readers. The authors of the sketch of Eric Robinson on page one, set the scene.

Significant absences, which might be accounted for by lack of space, but are more likely to have occurred because of the "angle" you have chosen to adopt, further suggest that you are not engaged in mere reporting. You do not, of course, say that Eric Robinson is a Lancastrian, or that Brian Close is quietly leading an independence movement in Yorkshire, to which the turbulent response of the local education authorities to the Department of Education and Science proposals is obviously related. There is, however, some indication of a similar tendency to mix truth with fiction.

It is quite false to argue as you do that there was a political polarization in Bradford on left/right lines. On the right, the Conservative Council, on the left, Bradford Education Council, is a neat formula, but it does not fit the facts of split feelings in the local political parties, or of the different educational ideologies which are espoused in Bradford College.

It is not adequate, in addition, to stress the fact of multi-cultural studies at Bradford College, without also noting that there has been a move to base the education of teachers in a context of studies of multi-cultural society in the other colleges at Bingley and Ilkley. Indeed I have taken part, as a governor of Bingley College, in a course on multi-cultural studies there.

Further, you suggest that the council has been motivated more by

financial and other considerations than by educational reasons. I apparently forget that the council's proposals for cuts in training have been made not so much by financial considerations but by the fact that the council's decisions in that context are not subject to the same educational considerations.

In calling it "onsensé" for Bradford authority to propose to take multi-cultural education out of the heart of the city, you are, I think, a little over the top. Bradford is a large industrial city with a multi-cultural population. Bradford College is a multi-cultural college in a multi-cultural city. It is not surprising that the Bradford Education Council has been studying the multi-cultural needs of its student teachers in multi-cultural schools in both urban centres.

Whether it is symbolically necessary for them to be given lessons in multi-cultural studies in some short distance from the heart of the urban centre, or some short distance from the heart of the urban centre, or some short distance from the heart of the urban centre, is a matter for argument, but such a matter is not to be taken for granted as you seem to do. It is also false to say that the Bradford Education Council District is not perhaps the most leafy suburb and most modern city area to assume.

A second absence from your report is the fact that Bradford University, like other universities in the area, has developed interests and courses in race relations and education. It is quite improper to suggest that the university's only interest in the city and this problem of multi-cultural studies is to offer a course in a wish to annex the best Margaret Macmillan buildings which are now part of Bradford College. I am sure that the local authority has noted this, even if you do not.

DES HOPE  
Dennis Warwick,  
Department of Sociology,  
Leeds University.

## Sociology's minorities

Sir,—Correspondents wishing to counter recent claims about Marxist bias in sociology really ought to be more careful in their selection of comparative examples if they are to avoid providing their opponents' cause with implicit support. The letter from Cressy et al. (THES, July 1), for example, includes the following highly misleading remark: "We do not read of 'ethnomethodological bias' in your columns although ethnomethodology is strongly represented in many sociological departments."

It may be, of course, that my puzzlement about what methods of operationalization and statistical reasoning could possibly have led to such an observation stems from my failure to comprehend the numerical implications involved in their use of terms like "strongly represented" and "many". But a more likely answer, I suspect, is a confusion between strong influence within the discipline, which ethnomethodology has certainly had, and the strength of representation within the profession, which it equally certainly has not. Thus, a dozen would be a generous estimate of the number of tenured ethnomethodologists in British university departments of sociology, and the "many" departments in which this "strong" representation is to be found can be comfortably counted on the fingers of one hand.

As far as I know, things are not much different in our other institutions of higher education, nor even in the United States, where ethnomethodology, and conversational analysis were first developed. Some slight increase in my estimates could naturally be generated by the choice of different operational definitions, but it would be difficult indeed to bump up the

numbers to a point where descriptive terms like "strongly represented" and "many" could begin to look possibly appropriate.

Viewed in this light, the choice of ethnomethodology as an example of a sociological tradition which purportedly receives fairer treatment than Marxism seems to be remarkably inapt, and it is tempting to conclude that the authors must have been really scraping around in a barrel which turned out to contain little other than various vituperations of branded Marxism.

In the case of Marxist-oriented sociologists, now occupy a generally comfortable and powerful position in the sociological profession (after long and much more serious past struggles against discrimination than anything going on today), assertions to the effect that they get a raw deal compared with newer minorities such as ethnomethodologists have a hollow and somewhat ominous ring to them. For, if people can be persuaded that the strong representation of ethnomethodology is a professional as well as an intellectual fact of sociological life, those in positions of power may be able to cite apparently rational-sounding grounds for appointing even fewer ethnomethodologists to their graduate students than the tiny number currently in employment.

Hopefully, however, members of the profession's emergent Marxist establishment will remember their own experiences of being discriminated against, and will avoid making an similar treatment to other sociological minorities. Quite apart from the fact that the replication of such tactics might seem promising intellectual developments, it would also play into the hands of those political critics who are unable to get away from the idea that there is an essential opposition between Marxism and ethnomethodology.

Yours sincerely,  
MANSWELL ATKINSON  
Sociology research fellow in sociology,  
Centre for Socio-Legal Studies,  
Warwick College, Oxford.

## Dance degree

Sir,—The first degree course in dance began at Middlesex Polytechnic in September, 1976. Frances Gibb presents misinformation (THES, July 1) in stating that it is to start elsewhere. The confusion may have arisen because the course described is one in which dance is taught in a small specialist unit. At Middlesex Polytechnic the degree course in dance is taught in a large and diverse performing arts faculty, where 80 specialist staff contribute to the teaching.

Parallel with the 22 dance students already completing the first year of their course are other students studying drama and music. Some elements of the course are taught in common, allowing a lively interaction, and an understanding of the concepts and problems of performance art. All the studies Frances Gibb describes are already established at Middlesex Polytechnic: dance technique (ballet, modern or jazz), choreography, production, aesthetic and critical education, and the history of dance, are all required studies for the dance student.

Among the 56 optional courses, from which each student chooses, are mime, period dance, the contemporary London dance scene, notation (Benesh or Laban), ballet principles, dance accompaniment, dance in the community, repertoire, and for those with wider interests, electronic music making, costume in life and art, jazz and blues, folk art, organization for the arts, singing, theatrecraft, etc.

We are at Middlesex Polytechnic delighted that other degree courses in dance are following our example. We have received over 300 applications for the 60 places we are able to offer in September. There is great demand for degree courses in the performing arts. We are pleased to extend a welcome to our

Yours faithfully,  
DAVID HENSHAW,  
Course Leader, BA Performance Arts,  
Middlesex Polytechnic

## Teacher education

Sir,—Everyone concerned about teacher education in the future, which must include everyone concerned with education in the future, will welcome the final paragraph of your leading article of July 1.

That the "turn of the last five years has come close to destroying the confidence and trust of those who trained the teachers" is undeniable and that we need "a period of stability and opportunity to work with known resources and within real target numbers" has been a part of all agreements on teacher education in the last decade. A great deal of work of the last decade in teacher education has been valuable, and not in now to be used, nor to be lost.

Of course we need change and progress, and we need thinking and new experiments and of course the variety of environments in which teacher education takes place, encourage such things. But the work of some 40,000 professionals engaged in the education of our young people in the past 20 years has not been in vain and much of what they have achieved will be built on the basis on which we shall build better things in the next decade of stability.

Perhaps we may start this period of high promise with a good resolution. Teacher education is not one of the many of the kind of activities and all of us who are in education, teachers in schools, teacher education authorities, the public sector, the university staff, local authority staff, and we now all have a stake in the job and do it better, but we have ever done it before, but we build on the wisdom and hard work of the past where it is relevant and right so to do.

Yours faithfully,  
F. C. A. CAMMAERTS,  
Principal,  
Rolle College,  
Exmouth, Devon.

## Initial training

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Further, you suggest that the council has been motivated more by

## IUC and British Council

Sir,—We, at the IUC, continue to be baffled by your reporter David Walker's persistent misquotation of the main organizational recommendations of the report of Sir Michael Swann's working group on British Universities and Polytechnics and Overseas Development.

In his report (THES, June 24) on the IUC chairman's recently published report for 1975-76, he misquotes once again to turn the facts upside down. The chairman's report says (paragraph 12): "On organizational arrangements the [Swann Working] Group has recommended strongly against the absorption of existing IUC operations into the present structure of the British Council."

Mr Walker, apparently indicating the contents of the chairman's report says: "The Swann Report had advocated the absorption of the IUC into the British Council."

Yours faithfully,  
R. C. GRIFFITHS,  
Director,  
Inter-University Council for Higher Education Overseas.

## Northern Renaissance

Sir,—Your account of Strillog University's new inter-disciplinary course in The Northern Renaissance (THES, June 3), was taken from an out-of-date source. The course has been running since last February, not next, and in fact 21 students drawn from three different years have just completed it successfully.

As an exercise in inter-departmental cooperation it was an undoubted success. The only modification we propose for next year is that the course will begin rather than end with the first semester. We feel that this is a pity, since we offer a more immediate entry into

## World of fifteenth and sixteenth century humanism

the world of fifteenth and sixteenth century humanism than the present course.

We should be interested in the possibility of your involvement in this inter-disciplinary venture.

Yours faithfully,  
PRILEITY J. RIDDY,  
University of Stirling.

# Why a Shetland rock will become Mouse Island

by Clive Colson  
science correspondent

Five hundred laboratory mice are starting a new life on an isolated island off the Shetlands this summer. They are all genetically identical, the results of crossing two highly inbred strains of house mouse (one black and one brown).

Professor R. J. Berry, professor of genetics at the Royal Free Hospital Medical School, has been studying the mice populations of small islands for 20 years. He has investigated the distinctive voices of mice living on Skokholm off the Welsh coast, on tropical islands in the Pacific, and on islands off Antarctica. But these are all established populations, established since time immemorial. It is also true that the Bradford mice are descended from three or four that escaped from a pile of sacks brought over by Welsh rabbit-catchers in the 1890s.

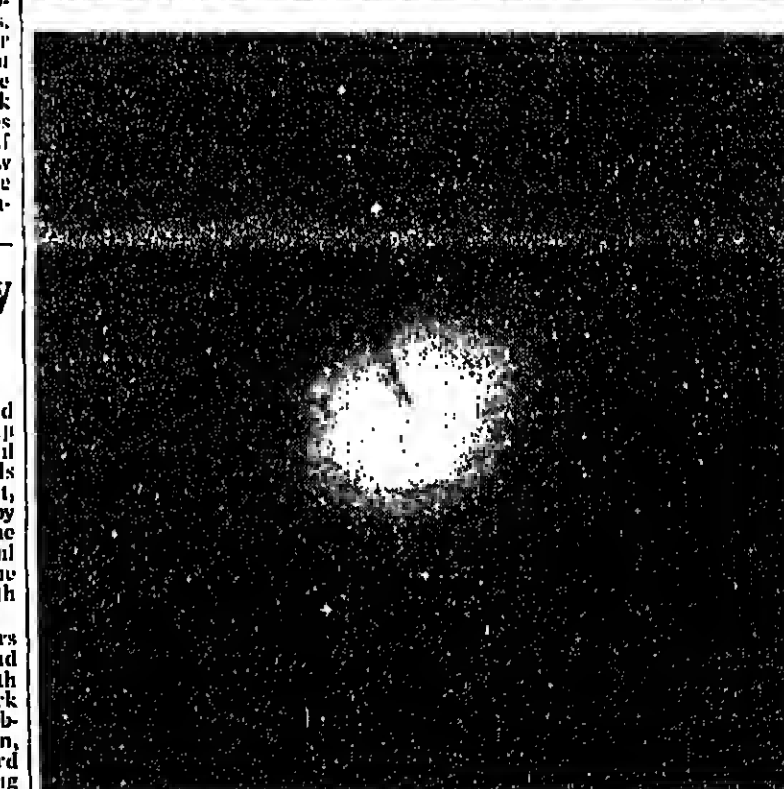
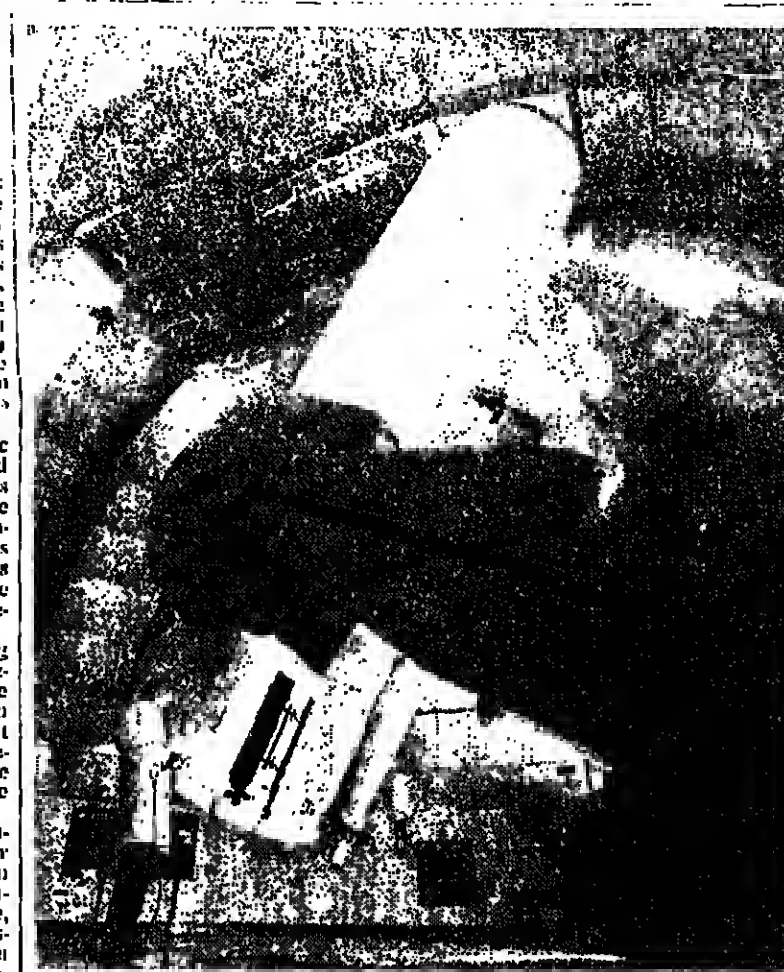
Now the Natural Environment Research Council has given Professor Berry a £14,741 grant to set up his own mice island in the Shetlands in order to study, for the first time, the extremely rapid genetic changes that occur in the first few generations of isolation when environmental stresses are most intense.

The island chosen is one of a grass and heather-covered group ranging in size from 20 to 300 acres, west of the mainland of Shetland. At present they are inhabited neither by humans nor by mice, and the island is almost completely empty. A great deal of work of the last decade in teacher education has been valuable, and not in now to be used, nor to be lost.

Of course we need change and progress, and we need thinking and new experiments and of course the variety of environments in which teacher education takes place, encourage such things. But the work of some 40,000 professionals engaged in the education of our young people in the past 20 years has not been in vain and much of what they have achieved will be built on the basis on which we shall build better things in the next decade of stability.

Perhaps we may start this period of high promise with a good resolution. Teacher education is not one of the many of the kind of activities and all of us who are in education, teachers in schools, teacher education authorities, the public sector, the university staff, local authority staff, and we now all have a stake in the job and do it better, but we have ever done it before, but we build on the wisdom and hard work of the past where it is relevant and right so to do.

Yours faithfully,  
F. C. A. CAMMAERTS,  
Principal,  
Rolle College,  
Exmouth, Devon.



# Birmingham link-up means new boost for leisure planning

Birmingham University has always had a fair claim to the title of the most important national centres for research into housing, planning and local government. This claim will now be strengthened by the decision to join in tandem its Institute of Local Government Studies and its Centre for Urban and Regional Studies.

Earlier this year the centre moved to share a building with the Institute of Urban and Local Government Studies and the Centre for Urban and Regional Studies. The move comes in the centre's tenth year of life. The anniversary has culminated staff to look back at the history of urban and regional studies in Birmingham, and the centre's annual report includes a brief account of its antecedents and a review of its work by the first director, Professor Barry Cullingworth.

Lectures in town planning started in Birmingham just before the First World War under the auspices of the department of civil engineering. It was transferred to the university's faculty of commerce and social science that the stimulus for research into city life. An initial figure directing research into housing and planning in the West Midlands in the 1930s and 40s was Professor Philip Sorum and Ferrero, the well-known student of industrial location.

One focus of interest among urban and regional scientists in the 1950s was the building of new towns as a solution to the problems of housing and industry. Birmingham was the Black Country. In 1950 the Midlands New Town Society was founded, and from it grew a movement led by Dr David Eversley, an economic historian moving into planning and urban analysis.

The talk published such works as *Population Growth and Planning*

# Giant sees new stars

Millions of galaxies are being recorded for the first time by a giant British telescope on a remote mountain top in New South Wales, Australia.

The 1.2 metre aperture "Schmidt" telescope (top) combines high quality optics, automatic techniques for handling photographic plates to make it the most powerful astronomical camera in the world, able to survey large volumes of space to much greater distances than ever before. It was built by the Science Research Council as a national facility for British university astronomers and is run by staff from Edinburgh Royal Observatory, who go out to Australia on three-year tours of duty.

For three years the telescope has been systematically scanning the southern skies, surveying regions that, according to American astronomer Professor G. O. Abell, of the University of California, are "virtually virgin territory, largely unexplored except in scattered areas

# East Anglia study of old Norwich

by Frances Gibb

Three major research projects have been under way at the Centre for East Anglian Studies in the University of East Anglia during the last year.

The Norwich survey, which has been the mainstay of the centre's activities, has managed to attract support from three sources: the university, the city (£8,000) and the Department of the Environment (£12,000).

Under the direction of Mr Alan Carter, it involves conducting excavations in Norwich dealing with the late Saxon and sixteenth and seventeenth-century town and writing up results from earlier excavations.

Five sites have been or are in the process of being excavated, producing important new evidence on the Middle Saxon (650-850 AD) town, the development of suburbs in the thirteenth century, and the topographical and social effects of a doubling of the population between 1550 and 1650.

Unfortunately, the centre's annual report says, it has not managed to attract sufficient funds for research on standing buildings to match the research on the archaeological side. Without this money the researchers feel that the survey is incomplete. The second major project, the rural transport and accessibility project, is also financed by the Department of the Environment. It has been commissioned to examine the socio-economic effects of the variations in rural transport and service provision, and to advise on the relative merits of alternative policies which might improve the accessibility, enjoyed by rural residents.

During the year the team has produced four interim reports, setting out the results of research in Norfolk in general and in the North Walsham and Barford/Hingham areas in particular. Work has focused particularly on the nature of change in rural areas and residents' response to change, on the range of policy alternatives, the administrative and financial constraints which impede policy changes, and the methodological questions implied by devising and evaluating policies.

But the report notes the problem of securing outside support for such projects. "Since the very few staff of the centre cannot be expected to maintain contracts on a rolling basis, we have to find ways of encouraging relevant regional (especially interdisciplinary) research to look to the centre as an appropriate and beneficial home."

The third research programme is the Norfolk tourism project, financed by the Sir Philip Reckitt Education Trust, which is designed to study the advantages and disadvantages of tourism to the local community.

During the year work has concentrated on public authority spending and tourism. Detailed studies have been made within each of the seven district councils of the areas affected by tourism, of the tourist-related expenditure within the county council, the Nature Conservancy, and the Forestry Commission.

Apart from these projects, research goes on in a number of other ways. Work on editing and transcribing the Nutbale Bacon manuscripts for 1570 to 1580 is in progress, with the help both from the Norfolk Record Office and the University of Westminister in America.

Members of the centre also serve the region in a variety of capacities. The director, Professor Keith Claxton, is a member of the East Anglia Economic Planning Council and acts as chairman of the Population Panel. Dr Hassell Smith, the honorary secretary, is joint editor of the Norfolk Record Society and serves on a number of committees in both Norfolk and Suffolk.

Research on East Anglia is undertaken within the university in schools apart from the centre, however, and plans for next year include cooperation with other parts of the university on research in the region.

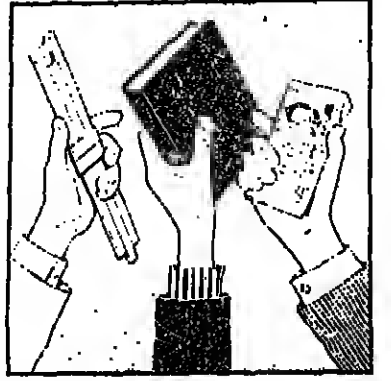






Managing things as training in managing people

Much is currently said about the shortage of jobs for young engineering graduates and about the need for them to seek non-engineering employment... Britain well-known in business, the administrative branch of the Civil Service, Parliament or local government...



Education and Industry

One of which is to make decisions on the basis of knowledge derived from reproducible experiments... There is a terrible quotation from William Durrant, an American philosopher and historian...

ability of an engineering background for management; it was engineers who brought to the field of management a systematic approach... Another complaint is about the small number of women who read civil engineering in the past...

Gold and glitter, but not enough history

Seeing that the BBC had determined to celebrate Rubens' Year with almost three hours of programmes in a single week... Four talks given on Radio 3 did not fulfill my worst expectations...

John Nash reviews Robert Hughes' BBC 2 film on the quatercentenary of Peter Paul Rubens' birth

Extinguish carriage and tranquil thirty... Hughes was good (and may have been) as an art critic, but his rhetorical skill in using the images of classical antiquity...



Drawing of a bust of Seneca, from an exhibition of Rubens's drawings which opens today at the British Museum.

The true leitmotif of this programme was: "Nothing in our culture resembles him, or his work or his kind of success, and therefore he is not our representative... The objects in our museums are not simply the bones, the fossil evidence of a vanished time..."

T. F. Davenny discusses the problems raised by confusion over the meaning of 'adult education'

A misunderstanding that threatens the future of extra-mural teaching

A number of university extra-mural departments and districts of the Workers' Educational Association have recently received from county authorities notice of reductions in the 1977-78 grant for their work in adult education... After all, job prospects do not differ for a degree in English literature and in a professional sense, such a degree offers no career at all...

equality of opportunity. And, we could add for good measure, more supply, clean air, refuse disposal, the home, psychiatric health, and everything which constitutes the human environment... The confusion has been compounded by the advent of the community colleges, with their notion of community education... Side-effects As far as extra-mural departments are concerned, the widening of the traditional notion of adult education to include activities which are categorized as sports, pastimes, recreations and leisure, has had unfortunate consequences...

THE L.U.J.S. GAZETTE. DR. BARKER ON NEW SCHEME OF EDUCATION. THE FUTURE OF ELECTRICAL POWER. The first issue of The L.U.J.S. Gazette, a newspaper produced by students on London University's pre-war diploma for journalism, and one of the practical examination papers.

History's proof of the claim that journalism can be taught

The third Royal Commission on the Press has spoken; 46 per cent of editors sampled thought that some form of higher education was pertinent for certain kinds of journalism... Fred Hunter describes an early experiment in the university-based training of journalists... students at the London School of Printing... The immediate pre-war chairman of the Journalism Committee, Major-General Lord Burnham, was interviewed by the Ross Commission on the Press in 1947...



North American news

Religion looks set for campus revival

From Thomas Cahill
NEW YORK
Religion is much more in evidence on college campuses than it was five or 10 years ago...

'Learn-to-write' scheme spreads to five states

From Ian Anderson
STANFORD
The Bay Area Writing Project, an experiment started four years ago with modest resources...

Tenure for black militant

In an unprecedented action the Chancellor of the University of California at Berkeley has overruled the recommendation of the sociology department...

Science research 'in decline'

from Angele Steit
CAMBRIDGE, MASS.
A new study of the state of academic science in the United States points to "clear signs of decay" in scientific research...

Banks halt student loans

Despite Federal Government efforts to reinstate the flow of money to students, Washington residents who attend college cannot obtain loans because of previous defaults...

Key planning role of provinces emphasized

Edward Sheffield reports on the annual conference of the Association of Universities and Colleges of Canada
The balance between the federal and provincial roles in Canadian higher education has shifted markedly towards the provinces...

'Vested interests' under fire

Pessimism and malaise in society stemmed largely from the fact that the public, political authorities and scholars all were asking, limited by vested interests...

College costs go up 4pc

The College Entrance Examination Board has published a survey showing that the average increase in college costs for the next academic year will be 4 per cent over last year...

Importance of scientific 'independence' stressed

from Guy Neave
PARIS
France must aim for greater self-reliance in key areas of scientific research, the Secretary of State for Scientific Affairs, M Jacques Soustelle, has said...

Pressure eases on Vincennes

from our correspondent
PARIS
Plans to remove the controversial University of Vincennes to a site to the east of Paris have been carried out, according to Muc Alcock...

West Germany

Warning of 'flood of lawyers'
Germany, or whether to find a job in industry. In 1975 there were 70 per cent more first-year law students than five years earlier...

South Africa

Go-ahead for non-white colleges to open doors
Recent legislation passed by Parliament will enable the Coloured University of the Western Cape to Cape Town and the Indian University of Durban to admit white students...

Government prepares to ban students from abroad

from Patricia Clough
ROME
A decision by the Italian Government to ban any new foreign students from Italian universities for the next two academic years has aroused strong protests here and abroad...

France

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Student activism a thing of the past

Nine months after Thailand's military coup, the country's universities and students are still under strict surveillance. John Kirkaldy reports.
The numerous troops who march past the gates of Thammasat University in Bangkok symbolise the dramatic change in student activism in Thailand...

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# LETTERS TO THE EDITOR

## German universities

Sir,—The extracts from the report of the International Council on the Future of the Universities (ICES, June 24) deserve close attention, especially if the report is set in the context of the developing debate in your own columns and in broader academic circles about alleged "Marxist bias" in British education. The report contains in an explicit form judgments which until now have remained implicit in the views of British Marxists.

The authors' prejudices become clearer as the report proceeds. We find that their initial, and unsupported, complaints about the incomprehensibility of academic research and politics turn into a diatribe for the level of democracy in the administration of German universities.

Most of their criticisms are based on a now thoroughly discredited opposition between established "objective" knowledge and subversive "ideological" Marxism. The subjects which are the principal centres of student radicalism—sociology, politics, Germanistics—are taught in a highly ideological way. Did it not occur to the report's authors that Marxism as a critical method of study might have proved itself superior to other methods in such subjects?

Then we find the heavy old myth that the disruptive leftist elements are really parasitic, that the students who are working-class students, "seriously troubled by bourgeois" are conscientious and obedient, concerned solely with getting on. Even if such an impression were valid, might it not have been more accurate to conclude that minimal access universities for the working class ensured that those who did reach such a level were more competitive and compliant, and hence less critical than their middle-class counterparts?

We move on to the contention that "these universities must be severely affected by harsh internal regulations" because these are precisely where structural reforms have been most drastically applied, and in particular, where the curriculum has been most fastidiously institutionalized. In other words, equal representation of different interests within the institutions necessarily leads to destructive division and conflict.

The authors' conception of student representation comes clear in the next paragraph, where we find recognition of students' special interests, but which warrant only "a perfect right to complain if they are badly taught, badly handled or poorly supervised." Students are thus reduced to passive consumers of education, capable only of complaining.

Would the authors not concede that students participate actively in their education, and might thus be capable of constructively helping to determine their curriculum? Apparently not—by the very nature of their own position as students, they have certain defects or participants in the institutional life of the university."

Then so proceed to the thorny

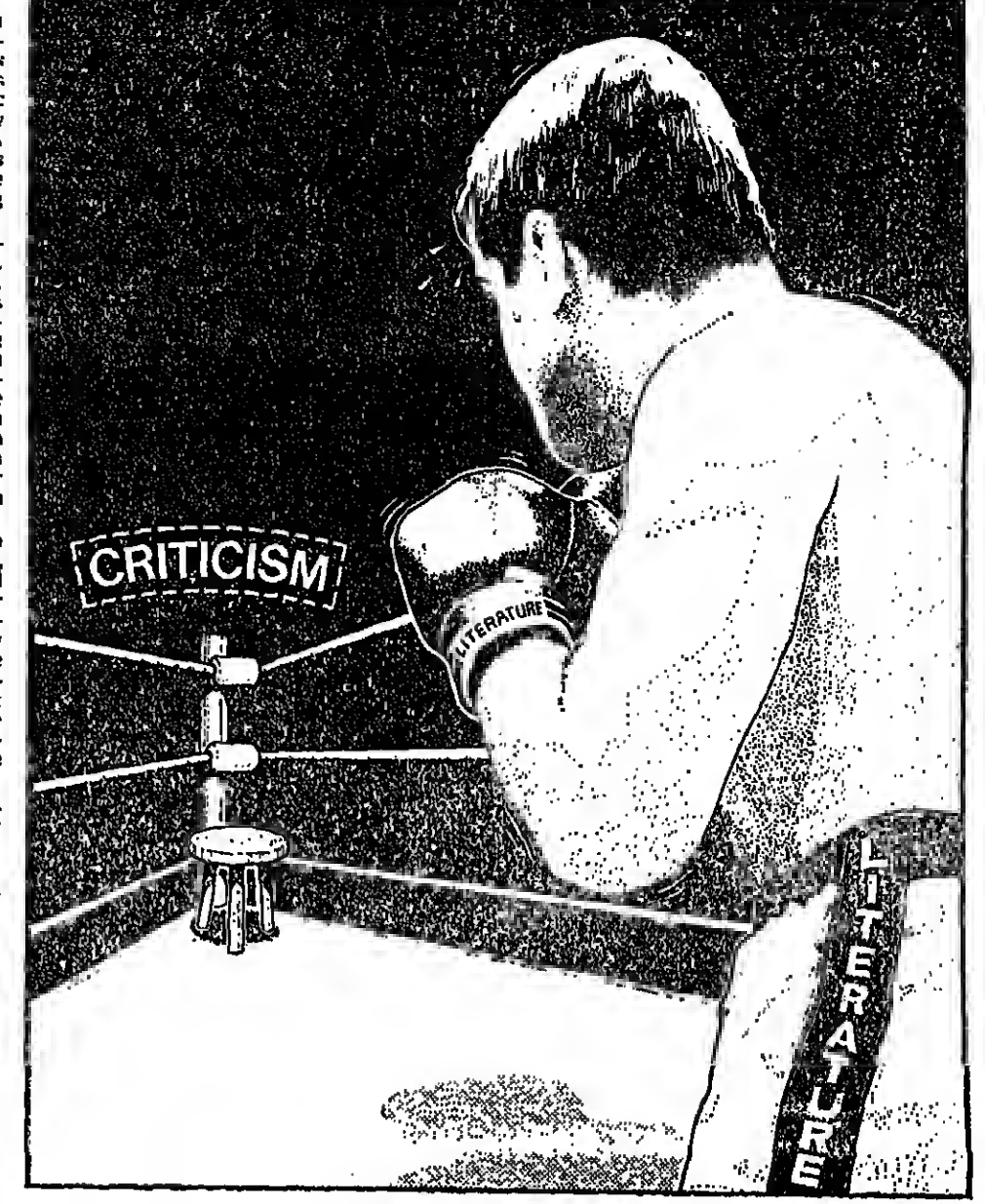
## Part-time law degrees

Sir,—I am afraid that Mr Graham Zelikoff (THES, July 1) has got a wrong Dr at least the element of supposition and suggests a *judex* is likely substantially to mislead any sophisticated reader. Mr Zelikoff seems to lose touch with the facts when he says: "Only the still polytechnic law departments will offer a part-time evening course leading to the external law degree." Now that may well be true. But the error lies in the suggestion that the only conceivable way of educating part-time law students is to teach for the external J.L.B. Not so. The fact is that here in England we have a tradition and well-served final and postgraduate Council for National Awards law degree.

Mr Zelikoff elsewhere mentions the CNAAL. But surely he must realize that just as internal CNAAL degrees long ago superseded external London degrees for law students so they have in recent years replaced the law degree of the Open University, which he must be aware is indeed catering for his 35-year-old export manager who can't read law. And we do see it in a class of 18-year-olds.

Mr Zelikoff elsewhere mentions the CNAAL. But surely he must realize that just as internal CNAAL degrees long ago superseded external London degrees for law students so they have in recent years replaced the law degree of the Open University, which he must be aware is indeed catering for his 35-year-old export manager who can't read law. And we do see it in a class of 18-year-olds.

# The case of the missing avant-garde



is what matters in poetry, and to be strict the poet must cross a "demonic threshold" beyond the conventions of humanist culture. The strong poet reflects and willfully misreads the arbitrary sentence of criticism, antagonism, nihilism and scornful though Bloom does not use these terms.

At the same time—and this double bind is central to his theory—the poet can do no more than revise or rewrite his predecessors' work, so that his new poem will eventually become reabsorbed to its model and bear witness to the continuity of the tradition.

The new poet's effort of selection and misreading was necessary simply as a demonstration of strength and a proof of his independence of the tradition. Since cultural "originality" is based on a previous conscious repetition, it is eminently suited to humanistic study. At this point Bloom drops his air of expounding the sacred mysteries, and becomes an eloquent apologist for the values of the new poetry.

Beginnings, as its title implies, may be read as a study in Bloom and a re-examination of the burden of anxiety that cultural tradition entails. Said's attempt is to recapture the modern writer's aims in beginning his work and to affirm the validity of creative intentions.

Much of the book involves "radical alienation" and the severing of the "domestic tradition": linear relationships modelled in the family are replaced by a process of deliberate, artificial creative construction. We are left with the Bloomian succession handed down from poet to poet but with a multitude of unlearned but discontinuous and "decentered" modern texts.

What we have here, then, are two alternative "mans of misreading": two modes of critical theory which confront one another in stark opposition. Said, significantly, is as brilliant a critic of relatively orthodox fiction as Bloom is of avant-garde poets. Both writers use an obscurely mediocrite style—Said's approximating to rationalist explication, Bloom's to Kabbalistic reiteration—as a cover for a kind of preaching. (In his East-coast critics and mid-western intellectual radicalism and dogmatism which seems to have passed this country by (though it is evident enough in France). We might call it the madness—or the genius—of the nineteen-sixties.)

And what of its impact in England? The Anxiety of Influence was reworked over here, while Beginnings, which has been reviewed in all the American quarters, has yet to find an English publisher. Books like these are no doubt too broad or too crazy in a culture where the preferred serious critical stance is more like that of David Lodge.

Harry Levinson is a record as describing the British Marxist aesthetic as a "tolerated house guest of Europe"; "painfully conscious of his inalienability". To write this is to accept the rule of an opinion, and to deplete the pleasure of avant-garde consciousness. A vigorous user of neologisms.

The new American critics, it is true, are a small rite (most of them are at Yale) surrounded by what Said calls "a kind of dully bookish grandeur". The issue of *Diacritics* from which I have just received a copy of a 17-page interview with Said, four separate reviews of Beginnings, a review of a book by one of the reviewers and an essay on Stevens by Harold Bloom.

This surely takes us into the realm of the TLS's legendary Miasaev Bogdanovich, the French reviewer who takes place in the field of film studies rather than in literature.

English criticism all too evidently lacks ambition, self-confidence, the prophetic stance; but to read the critics I have discussed is to feel that it lacks something else as well. For all our fondle concern for culture we seem to be losing our grip on what Said calls the "actual possibility of a text". Those texts which engage today's philosopher-critics are chosen from German post-war literature, French criticism—and English literature. Anyone who takes pride in this configuration, which has hardly changed since Matthew Arnold's day, should reflect that the Englishness of an "English" text no longer means that we have the capacity of understanding it more vividly than, or perhaps even as well as, our cultural neighbours.

The author is lecturer in English at Reading University.

## Patrick Parrinder argues that in contrast to the situation in America, literary criticism in Britain at present suffers from the lack of a sufficiently militant avant-garde

named some young poets on whom the future young poets, so that he is left fighting a major ideological battle with the "practical criticism" of established texts as his only real ideological weapon. To adapt what he wrote in *Years*, an avant-garde critic could now propose to begin again where Orwell began.

The development of criticism since Orwell's time has been one of remorseless intellectualization. Today's fashionable intellects often give the impression of regarding themselves as more sophisticated and conceptually adult than the poets and novelists they are discussing. To a large extent they are contributors to the consolidation of "Criticism, Inc"—of criticism as a profession.

But in America we can now see the emergence of a new kind of critical avant-garde, which so far has no parallel in Britain. The new avant-garde critic believes himself to be engaged in a primary literary activity, which no longer yields precedence to the "creative" modes of poetry and fiction.

Frank Kermode inadvertently registered his change in the opening sentence of his influential book *The Sense of an Ending*: "It is not expected of critics as it is of poets that they should help us to make sense of our lives; they are bound only to attempt the lesser task of making sense of the ways we try to make sense of our lives." Which of these tasks is really the primary one?

To choose the former is like preferring a Chinese phrase-book to Chomsky's linguistics, or a hell-fire sermon to a Wittgenstein seminar; it is to disregard the plucking pressure of epistemological and structuralist thought hold out to the modern intelligence. Kermode's gesture of humility towards poets appeals to a common-sense view of the world which his own work, like many others, has helped to subvert; so that the proper way to read his sentence may be as an unintentional irony. Critics today are increasingly suggesting that metacommentary is to be preferred to mere commentary.

When the critic Edward W. Said was asked about the "new avant-garde" in a recent issue of the journal *Diacritics*, he began his reply as follows: "The critics you have

## Training for uncertainty

In January of this year Mr Donald Cook, the banker and chairman of the Standing Conference of Employers and Graduates, urged graduates to seek in the past, particularly among employers who have not traditionally asked for graduates. Figures now arriving from the graduate careers service's central office suggest that 1976 graduates anticipated his advice and began the inevitable move out of public sector jobs, the "reserved graduate occupations", into new pastures such as insurance, selling and working for smaller companies. Given signs of an upturn in the economic cycle and given that the rate of unemployment among new graduates last year reached barely more than the national unemployment rate, there are grounds for hoping the spectre of significant graduate unemployment raised in recent years has been laid.

If that assessment holds true, it will prove to be a tribute to the flexibility of British graduates and employers. Studies presently being conducted by the Organization for Economic Co-operation and Development in Western Europe suggest that university graduates in some countries have such a rigid conception of graduate-level work, they would rather draw out of the labour market than take non-traditional work.

Optimism about the British job market for highly qualified people ought to be tempered with caution, however. If British graduates are—as the labour market analysts say—"trailing down" to jobs which carry less prestige this could affect

## Credit transfer consequences

tion is to develop. The real obstacle to the DipHE lies not so much with the employers as with the confusion within the colleges and polytechnics.

In a report on the transfer of DipHE students to Birkbeck College, Reading, Barbara Oswald said that since no clear procedure for transfer existed each case had to be treated separately. She also pointed out that course compatibility was very difficult to define, leading to loss of time to the transferring student or unjustification of the diploma syllabus to meet the requirements of another institution's degree. Students who have completed a DipHE at one college may be accepted only by the second, lengthening their course and creating great problems.

Some institutions have been worried about the loss of control which a more uniform system of credit transfer implies, but changes are clearly needed if the present uncertainty is to be ended. As first moment much time and effort is being wasted in attempts to uncover information about students' previous courses.

## Photocopies and copyright

Apart from its more obvious benefits the advent of the photocopying machine has prompted a long overdue review of copyright law. The Copyright Act, passed over 20 years ago, is unworkable, copying with its precision, immediacy and cheapness has become widespread and ubiquitous on copying floored.

The publishers, rather than the authors who have clamoured loudest for a review. The photocopying, they claim, is undermining publishing, in particular of learned journals. Copies are being made instead of journals being bought.

The point is a moot one. Publishing of learned journals may be suffering from high production costs rather than subscription losses from those in turn because of high cover prices rather than the use of photocopies.

It is also argued, among others by the British Library Lending Division, one of the biggest users of photocopies, that copies are requested primarily of articles in

ened anyway. Evidence has been produced, however, showing a correlation in libraries between low subscription rates and the usage of photocopies.

Either way, however, the law has to be reviewed because it is impracticable and is ignored. This will increasingly be the case if the Attorney General's proposals for university libraries are implemented. Inter-library loans, particularly with the British Library, will be more frequent and the photocopyer takes on a new prominence.

The blanket licensing scheme proposed by the Whitford committee, which is conspicuously free of practical details, runs the risk of going the same way as the Public Lending Right Bill for authors. Both schemes, based on usage, are extremely difficult to operate. Authors might do better to seek a more traditional contractual arrangement with publishers, including an agreed percentage for profits on copies, publishers might look at alternative ways of producing ac-

## Ideal of clerisy

Sir,—One of the difficulties of having an article reduced by half is that some things inevitably get left out. Mr Nimmo is of course quite right in his contention that both the attitudes he describes in his article (THES, July 8), go back to the nineteenth century, and are summed up in Parson's (17) original article (THES, June 12) made this very point—"even quoted the 1810 reply to the columns of the *Edinburgh Review* by Coleridge to which he refers.

I hope it is the result of this which makes him believe that I was calling for a return to the ideal of a secular clerisy. I was not. I regard that Coleridge's ideal was never secular in Parson's sense, but existed "under judgement".

Such a complex religious dialectic is, I believe, no longer possible for us today (the option had probably gone by Parson's time) and attempts to revive it are usually the case for a qualified ideal of clerisy, which I am totally opposed. My point was summed up in one of the deleted concluding paragraphs of my original paper.

problem of state intervention, which the report grandly welcomes as "a quite natural and understandable retort for the practice in many ideological departments of preparing candidates on grounds of political commitment, rather than scholarly excellence" which takes the form of the imposition upon academics of the "provisional forbidding membership in anti-constitutional movements".

This is of course the infamous *Berufsverbot* decree, which far from being "by no means severely administered in Germany", has led to forced unemployment for over 1,000 people and political investigation of over 600,000 others, including many thousands of members of the moderate "Social Democratic Party".

All of these issues relate directly to the current situation in British education, and the growth of authoritarian anti-democratic trends so evident in views expressed by some of your correspondents. The authors of the report can only be thanked for expressing views and conclusions which their British counterparts have rarely had the courage and consistency to make public.

Yours sincerely,  
ANDREW PEARMAIN,  
Dillon education officer,  
Manchester University.

Sir,—Inspired by the letter of my colleagues in Leeds (THES, June 11) we (members of the departments of German, English language, sociology, physics, continental law, politics, nursing studies, economics, community medicine, careers advisory work and psychology) at the University of Birmingham have formed a committee to monitor and publicize the separate erosion of the rights and attack on academic freedom in the universities of the German Federal Republic.

Just as the University of Leeds proposes to "twist" with Frankfurt the German links with the universities of Bremen and Gießen. We intend to publicize any development under the *Berufsverbot* which affects members of these universities and to give what support we can to their concerns.

We extend our cordial wishes to other institutions of higher education to form similar links with German institutions. We owe it both to our German colleagues and to ourselves not to let the current developments in the Federal Republic pass unopposed.

Yours faithfully,  
PAUL SALMON  
KARIN MCPHERSON  
VIVIAN SALMON  
OONALO MCKENZIE  
PETER HIGGS  
ETHEL BRIGHTON  
JOHN HOLMES  
ANNIE ALTSCHUL  
PENNY VANDOME  
DONALD CAMERON  
SUSAN ZAHN-JENDRIM  
TOM PITCAIRN,  
Edinburgh University.

about the aims, contents, and scale of higher education, and of the rule of government in determining policy, it is important that we do not come to the debate naively or copy-headed. We do not meet across with our problems, we also meet ourselves in our dealings with them. We are children of history. As academics we exist in a context of past experiences and argument... We need to prevent our attempting to plan with religiously wide-eyed innocence, or conspiratorial scientism."

I suspect that Mr Nimmo and I are in agreement here. The important thing, however, is to break out from the sterile simplicities of those both inside and outside the Department of Education and Science who think of the present debate largely in administrative terms. We have been there before. It is time now to start to think about the real moral and social education of a mass higher education system.

Yours faithfully,  
STEPHEN BRICKETT,  
Editor of English and American Studies.

## Lost teaching talent

Sir,—Your recent letter (THES, July 1) rightly emphasized the need to restore stability to the teacher training system, and to identify and exploit the opportunities

I share your sense of urgency but I would not wish to pass over the human resources left behind quite so quickly. The field is not flooded with the talents which overcame the vagaries of previous manpower planning. Few of my colleagues will find that the competence regulations offer a realistic alternative to employment and a safeguarded salary only has meaning in alternative employment in the teaching service.

The training system must be improved but manpower planning has not fulfilled.

Yours faithfully,  
D. R. SHADBOLT,  
Principal,  
Northumbria College of Higher Education.

## Chairman yet of UGC.

Sir,—To avoid the unnecessary arousal of either elation or despair in the minds of pupils (THES, July 8) may I be allowed to state that to the best of my knowledge it is a news of my recent retirement is greatly exaggerated.

I remain, Sir, your obedient servant  
FREDERICK DAINTON,  
University Grants Committee,  
14 Park Crescent,  
London W1.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and the editor reserves the right to edit and abridge.

## Chairman yet of UGC.

It is unfortunately no reason why one should not be intensely provincial in one's views, when fighting a moral or political war, it needs to be. My former colleagues have long been of interest in my work, and I have increasingly obvious.

It is unfortunately no reason why one should not be intensely provincial in one's views, when fighting a moral or political war, it needs to be. My former colleagues have long been of interest in my work, and I have increasingly obvious.



BOOKS

Limitations of the survey method

Fertility Control and the Menstrual Cycle... by Jean Aiken-Swan... ISBN 0 85664 463 3

The subject of children is one of intense personal importance to most people at some point in their lives...

Conventional wisdom says that there is more "thinking about children" more "deliberate decision-making" than there was fifty or a hundred years ago...

These three books offer three different but complementary perspectives on the question of the perceived meaning of parenthood...

Jean Aiken-Swan's Fertility Control and the Menstrual Cycle... looks particularly particularly at the role of doctors in deciding individual reproductive outcome...

Altko-Swan says she hopes the book will further communication between doctors; certainly many of her findings show crucial communication gaps between the different professional groups involved in fertility control...



Would you be careful? It was a question that got pregnant?

An effective plea for fertility control

Thus it is likely that more people would be able to obtain sterilization if they did not first have to "protest" their request through a GP...

Fully Mcintyre's Single and Pregnant is, like Jean Aiken-Swan's study, a product of the Aberdeen Institute of Medical Sociology...

We cannot hail this as a dramatically new phenomenon (nor, alternatively, as a fresh variant of conventional practice) until we know more about why it is happening...

rise in the birthrate. A whole catalogue of disasters beset the project, but the loss of which was increasing disagreement between Geoffrey Hawthorn and Joan Busfield...

Such a detailed history of the progress of a research project is rare and ought to be compulsory reading for all those embarking on similar ones...

With a sample size of 290 they faced the task of quantifying only six, at all these outcomes together. Her method is the "career study" approach...

Hence they came to reject the survey method as being based on an "oversimplified" view of social phenomena and appropriate only to the collection of a narrow range of "factual" information...

Busfield and Padden in the present survey approach to the study of fertility, but they do contribute some interesting descriptions of differing images of family...

Like Aiken-Swan, McIntyre involves patients in the study of their own pregnancies, but she is more concerned to assess a woman's moral character before deciding which outcome of the pregnancy they would advise...

Both the above books are, of course, useful in the attempt to "liberalise" the medical profession, and perhaps that is where we should expect enlightenment to occur...

Timely words

Karl Kraus and the Social Sciences... by Thomas Szasz... ISBN 0 7100 8555 9

"Because I write about the events", said Karl Kraus, "readers believe that I write about them. I must wait until they are not in date. Then, they will be timely."

As a Marxist, critic, humanist, social reformer, poet and political thinker Kraus commented on aspects of human existence with a precision to encompass the whole of human life...

The first part of Dr Szasz's sketches an account of Kraus's career, his influence on other thinkers, and his place in the cultural life of the central Europe...

Kraus's most famous works, however, were his polemical and satirical essays, which he wrote in a lucid, witty, and often devastatingly accurate style...

As might be expected the single chapter on scientific methods is the longest and is the best feature of the book, being up to date and full of practical detail...

Electrical and electromagnetic methods are, in many texts, lumped together in one chapter. Here they are treated separately...

The chapters on gravity and magnetic methods are rather traditional and to some respects are a little disappointing. In terms of basic theory and field methods, the coverage is quite adequate...

Similar criticism can be levelled at the chapter on magnetic methods. Here computer methods are completely ignored. Also there is no mention of the recent work on spectral analysis of gravity and magnetic anomalies...

Overall the text has many excellent features ranging from the inclusion of contents page to the inclusion of a glossary. The level of the book is adequate without being pedantic, and for the general physicist interested in other applications of the theory...

Michael Siles

BOOKS

Hard rock

Applied Geophysics... by W. M. Clifford, L. P. Gellner, R. E. Sheriff and A. Keys... Cambridge University Press, 1975... ISBN 0 521 20670 7

For many years teachers of applied geophysics in this country complained of the lack of an up-to-date and comprehensive textbook on their subject...

In over 800 pages the full breadth of applied geophysics is covered: gravity, magnetic, seismicology, electrical and electromagnetic methods, radioactivity and geophysical well logging...

As might be expected the single chapter on seismic methods is the longest and is the best feature of the book, being up to date and full of practical detail...

Electrical and electromagnetic methods are, in many texts, lumped together in one chapter. Here they are treated separately...

The chapters on gravity and magnetic methods are rather traditional and to some respects are a little disappointing. In terms of basic theory and field methods, the coverage is quite adequate...

Similar criticism can be levelled at the chapter on magnetic methods. Here computer methods are completely ignored. Also there is no mention of the recent work on spectral analysis of gravity and magnetic anomalies...

Overall the text has many excellent features ranging from the inclusion of contents page to the inclusion of a glossary. The level of the book is adequate without being pedantic...

P. N. Chroston

Remote sensing

Introduction to Environmental Remote Sensing... by S. C. Barrett and C. P. Curtis... Chapman & Hall, 2 and 124 70 X... ISBN 0 412 12460 2 and ISBN 0 412 12460 2

Remote Sensing of Environment edited by Joseph Lanza Jr and David S. Simonetti... Addison-Wesley, £22.00... ISBN 0 201 04345 2

As Barrett and Curtis note, no textbook has yet emerged with the requirements of air-photo interpretation and remote sensing, although we have had a number of symposia proceedings...

Although most courses in air-photo interpretation will now contain some examples of satellite imagery (as well as false-colour and perhaps infra-red images), these are still introduced more as curiosities...

Good examples of the limitations of this book are its sections on radar and photogrammetry—in each case you feel you almost understand what it is all about, but that soon vanishes if you actually try and work anything out for yourself...

Both books can be recommended for library purchase. The one contented with the study of remote sensing and does not pass to consider what remote sensing might have contributed to geography...

Keith Clifton

Space, pattern, process

An Introduction to Social Geography... by Ewys Jones and John Ryles... Oxford University Press, £6.50 and £2.95... ISBN 0 19 874062 X and 874063 8

The authors are surely right to say in their foreword that "there are very few books available which introduce social geography at a simple level, and students are left with the bewildering number of articles and detailed studies, none of which does or at least does not deal with the general field..."

But what is social geography, the authors ask. They do not provide an answer. They begin by outlining a "group approach" which tries to avoid the methodological controversy surrounding the question of whether or not a macro-spatial view can be derived by summation of observations about individuals...

Blair McLoughlin

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John 15 1977







BOOKS

The Jewish banker and Bismarck

Gold and Iron. Bismarck, Bleichröder and the Building of the German Empire by Fritz Stern

This is a book about Germans and Jews, about power and money, and a superb piece of work it is too.

adventures when necessary. But at the suggestion that there were links between Bismarck's politics and his personal fortunes, Professor Stern unleashes one of his most trenchant barbs on German historians with the remark that "only a very naive observer—or a German historian affecting contempt for money—would be surprised to learn that at times of great political crisis Bismarck had time to think of his investments".

For about 40 years Bleichröder looked after the Chancellor's own finances, acted as financial utility man in all manner of ways, was general adviser, lobbyist and confidant.

Factory failure

Antonio Gramsci and the Revolution that Failed by Martin Clark

The output of Italian literature on Antonio Gramsci is now enormous, and in recent years several biographical studies have appeared in English.

Clark confirms the now generally accepted view that the factory council movement reached its peak with the Piedmontese strike of April, 1920.

Reviewers

D. W. Rebbington is lecturer in history at the University of Stirling; J. W. Burton is reader in international relations at University College, London;

Commitment to history

"Systems of States" by Martin Wight edited by Hedley Bull

Marlin Wight died in 1972. His name will not be known to the majority of students in the International Relations.

He belonged to a small group of academics in England which met to discuss theory of international politics, and this volume has been edited by a member of that group, Hedley Bull.

For Gramsci the factory council was the essential instrument for preparing the revolution and the model of the socialist state.

Christopher Seton-Watson

lish literature at Birkbeck College, London; Ann Oakley is research officer at Bedford College London and author of Housewife and The Sociology of Housework;

These two volumes form part of the last, and tenth, volume of E. Carr's monumental history of the Soviet Union, covering the years of the Soviet regime appearing gradually over a period of almost 30 years.

Soviet studies

Foundations of a Planned Economy 1926-1929, volume 3 in the series by E. H. Carr

In the second part of the relations with the Communist Party of the Soviet Union.

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The School of Human Sciences, Southeast Asian Studies and World Literature and History offers the post of Lecturer in the area of Southeast Asian Studies.

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The appointment will be in the Department of Romanic Languages, University of Queensland.

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Applicants should have a Ph.D. with a first class honours degree in Political Science.

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The Department of English, University of Wrocław, Poland, offers a senior postgraduate TEFL position on a full-time basis.

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Osaka University offers a postgraduate position in English Studies. Salary, ¥174,000 to ¥293,000 per month.

THE BRITISH COUNCIL

Hugh Seton-Watson

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Applications are invited to the post of SENIOR LECTURER/THE DEPARTMENT OF PHYSICS

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Applicants should have extensive teaching and administrative experience in high education.

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Applications are invited for the above posts from persons who have an interest in research methods particularly as applied to the study of Irish society.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

The main function of the Department of Mathematics is the provision of preliminary and on-going courses in the Faculty of Engineering.

The Department of Mathematics is engaged in a development programme of some of the problems facing technological education in a developing country.

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Applicants should have extensive teaching and administrative experience in high education. Salary, K18,000 per annum.

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Applications are invited for the following posts in the School of History with particular reference to the School of Chinese History.

(i) LECTURER

Successful candidate will be required to give courses in Asian History with particular reference to the Far East and especially to China.

(ii) TEMPORARY LECTURER

For a period of one year in the first instance with a possibility of renewal for one further year.

(iii) LECTURER

The successful candidate will be required to give courses in Asian History with particular reference to the Far East and especially to China.

DEPARTMENT OF METALLURGY AND SCIENCE OF MATERIALS

Applications are invited for a University Research Post in the general area of corrosion, protection, oxidation, with responsibility for developing and maintaining research facilities and activities in this area.

THE UNIVERSITY OF LEEDS SCHOOL OF HISTORY

Appointments will be made in the range £3,616-£4,024. Application forms and further particulars may be obtained from: The Staff Secretary, West Theatre, Trinity College, Dublin 2.

UNIVERSITY OF WALES

Application forms and further particulars may be obtained from the Registrar, The University of Wales, quelling appropriate reference number.

DEPARTMENT OF ENGLISH

TEMPORARY LECTURER English Literature Salary: £3,935 to £5,995

UNIVERSITY OF OXFORD

Applications are invited for a University Research Post in the general area of corrosion, protection, oxidation, with responsibility for developing and maintaining research facilities and activities in this area.

Request for details and application form to Personnel Section (Academic), UWIST, Cardiff CF1 3NU.

Closing date: 1 August, 1977



Universities

NORTH BRISBANE COLLEGE OF ADVANCED EDUCATION

The position will become vacant in July 1978 on the retirement of the College's present Director. North Brisbane College of Advanced Education is an autonomous institution offering courses at undergraduate and postgraduate level in business studies and education, and undergraduate courses in liberal arts, welfare and recreation. In 1978 a total enrolment of some 1,500 students is anticipated, with reasonably rapid growth to twice that figure. The College has campuses at Kedron Park and Gonsville in Brisbane's northern suburbs. The Director is the College's academic leader and its chief administrative executive. The position demands a high degree of accomplishment and competence in both of these areas. Post-graduate qualifications and successful teaching experience in an appropriate field, together with administrative experience of a senior level are prerequisites. The position attracts a salary of \$430,380 and normal non-salary benefits. Enquiries about the position and the College should be addressed to the Registrar of the College from whom application forms are available.

Registrar, North Brisbane College of Advanced Education, P.O. Box 117, Kedron, Queensland, Australia. Applications close on 14 October 1977.

University of South Africa (Pretoria)

Head of Department of Russian

The University is looking for a highly qualified and experienced person to replace the retiring present Head of the Department of Russian. Russian as mother tongue would be a strong recommendation.

An interesting position, salary commensurate with qualifications and experience.

For further information please write to: The Head, Department of Russian, University of South Africa, P.O. Box 392, PRETORIA 0001, SOUTH AFRICA.

ADDIS ABABA UNIVERSITY English Language Unit

Applications are invited for the following posts: 7 instructors in English language to participate in Science English Teaching throughout the university in first degree in English or graduate degree or diploma in English. The applicants should have relevant experience. Applicants may teach on materials prepared in advance.

Salary: In the range \$1,500-15,000 per year (tax free) plus housing allowance. 2 year contract. Reply by airmail with curriculum vitae and references to: Addis Ababa University, P.O. Box 1176, Addis Ababa, Ethiopia, by July 31, 1977.

UNIVERSITY OF THE WEST INDIES TRINIDAD LECTURER/ASSISTANT LECTURER IN ZOOLOGY

Applications are invited for the following posts: LECTURER IN ZOOLOGY. The Department of Zoology is seeking a Lecturer in Zoology to teach in the field of Invertebrate Zoology and to supervise the Honours programme in Zoology. The applicant should have a PhD in Zoology and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum. ASSISTANT LECTURER IN ZOOLOGY. The Department of Zoology is seeking an Assistant Lecturer in Zoology to teach in the field of Invertebrate Zoology and to supervise the Honours programme in Zoology. The applicant should have a BSc in Zoology and a minimum of three years' postgraduate research experience. Salary: \$12,000 per annum.

THE UNIVERSITY OF LEEDS SCHOOL OF EDUCATION CENTRE FOR STUDIES IN SCIENCE EDUCATION

Assessment of pupils' scientific development. Applications are invited for posts in the Centre for Studies in Science Education, which will be a major research centre in the School of Education. The Centre will be concerned with the assessment of pupils' scientific development. The project is a part of the programme of the Assessment of Performance Unit of the Open University. One post will be largely concerned with sampling policy, data handling and the development of associated continuing tasks. For this a knowledge of Applied Statistics, Educational Measurement and data processing is required. For other posts, the prime requirement is an ability to contribute to the development of a wide range of assessment techniques suitable for use with pupils of secondary schools. Salary will be on an appropriate scale within the range £2,335 to £6,858. Applications should be sent to the Secretary, University of Leeds, School of Education, Leeds LS2 9JT. Closing date for applications: August 1, 1977.

THE UNIVERSITY OF PAPUA NEW GUINEA

1. LECTURER GRADE 2/ SENIOR LECTURER IN EDUCATION (METHODS OF TEACHING SOCIAL SCIENCES). The Department of Education is seeking a Lecturer in Methods of Teaching Social Sciences to teach in the Department of Education. The applicant should have a PhD in Education and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum. 2. LECTURER GRADE 2/ SENIOR LECTURER IN EDUCATION (CURRICULUM). The Department of Education is seeking a Lecturer in Curriculum to teach in the Department of Education. The applicant should have a PhD in Education and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

KIRIVATTA UNIVERSITY COLLEGE-KIRIYA

1. PROFESSOR IN DEPARTMENT OF BOTANY. Applications are invited for a Professor in Botany to teach in the Department of Botany. The applicant should have a PhD in Botany and a minimum of ten years' postgraduate research experience. Salary: \$25,000 per annum. 2. ASSOCIATE PROFESSOR IN DEPARTMENT OF PHYSICS. Applications are invited for an Associate Professor in Physics to teach in the Department of Physics. The applicant should have a PhD in Physics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

UNIVERSITY OF THE WEST INDIES JAMAICA

1. LECTURER/ASSISTANT LECTURER IN AFRICAN HISTORY. Applications are invited for a Lecturer/Assistant Lecturer in African History to teach in the Department of African History. The applicant should have a PhD in African History and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum. 2. PROFESSOR/READER/ SENIOR LECTURER IN SOCIOLOGY. Applications are invited for a Professor/Reader/Senior Lecturer in Sociology to teach in the Department of Sociology. The applicant should have a PhD in Sociology and a minimum of ten years' postgraduate research experience. Salary: \$25,000 per annum.

THE UNIVERSITY OF THE SOUTH PACIFIC FIJI

1. SENIOR LECTURER IN CHEMISTRY. Applications are invited for a Senior Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum. 2. PROFESSOR/READER/ SENIOR LECTURER IN SOCIOLOGY. Applications are invited for a Professor/Reader/Senior Lecturer in Sociology to teach in the Department of Sociology. The applicant should have a PhD in Sociology and a minimum of ten years' postgraduate research experience. Salary: \$25,000 per annum.

THE UNIVERSITY OF THE SOUTH PACIFIC FIJI

1. SENIOR LECTURER IN CHEMISTRY. Applications are invited for a Senior Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum. 2. PROFESSOR/READER/ SENIOR LECTURER IN SOCIOLOGY. Applications are invited for a Professor/Reader/Senior Lecturer in Sociology to teach in the Department of Sociology. The applicant should have a PhD in Sociology and a minimum of ten years' postgraduate research experience. Salary: \$25,000 per annum.

LEEDS THE UNIVERSITY DEPARTMENT OF CHEMISTRY

Applications are invited for a Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

NEW ZEALAND THE UNIVERSITY OF AUCKLAND DEPARTMENT OF CHEMISTRY

Applications are invited for a Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

THE UNIVERSITY OF AUCKLAND DEPARTMENT OF CHEMISTRY

Applications are invited for a Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

SELATAN DE UMAM

Applications are invited for a Lecturer in Chemistry to teach in the Department of Chemistry. The applicant should have a PhD in Chemistry and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

University of Wales UWIST

Department of English RESEARCH STUDENTSHIP ASSESSING COMMUNICATION SKILLS. Applications are invited from graduates in English, Linguistics, Psychology, Education, or other appropriate subjects for the CEI Research Studentship, tenable for one year in the Communication Studies Unit of the Department of English. Value £1,550 plus fees. The successful candidate, who will be expected to register for a higher degree of the University of Wales, will be required to investigate ways of assessing communication skills within the framework of the CEI examination The Engineering Society. Further details and application forms (returnable as soon as possible) from Academic Registrar, UWIST, Cardiff CF1 3NU.

DRADFORD THE UNIVERSITY OF AUCKLAND A Ph.D. PROGRAMME FOR ELECTRICAL AND ELECTRONIC ENGINEERING. Applications are invited from graduates in Electrical and Electronic Engineering for a Ph.D. programme in the Department of Electrical and Electronic Engineering. The programme is designed to provide a research training in the field of electrical and electronic engineering. The successful candidate will be expected to register for a higher degree of the University of Auckland. Further details and application forms (returnable as soon as possible) from Academic Registrar, University of Auckland, Auckland.

EXETER THE UNIVERSITY DEPARTMENT OF MATERIALS GROUP-CARE AWARD. Applications are invited from graduates in Materials Science for a Care Award in the Department of Materials Science. The award is designed to provide a research training in the field of materials science. The successful candidate will be expected to register for a higher degree of the University of Exeter. Further details and application forms (returnable as soon as possible) from Academic Registrar, University of Exeter, Exeter.

NEWCASTLE UPON TYNE THE POLYTECHNIC OF NORTH LONDON DEPARTMENT OF MATERIALS SCIENCE RESEARCH FELLOWSHIP. Applications are invited from graduates in Materials Science for a Research Fellowship in the Department of Materials Science. The fellowship is designed to provide a research training in the field of materials science. The successful candidate will be expected to register for a higher degree of the Polytechnic of North London. Further details and application forms (returnable as soon as possible) from Academic Registrar, Polytechnic of North London, London.

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ZOOLOGY. The Department of Zoology is seeking a Lecturer/Assistant Lecturer in Zoology to teach in the Department of Zoology. The applicant should have a PhD in Zoology and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

UNIVERSITY OF THE WEST INDIES BARBADOS

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

ABRYSWYTH THE UNIVERSITY OF WALES DEPARTMENT OF LAW

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

ASTON IN BIRMINGHAM THE UNIVERSITY DEPARTMENT OF CIVIL ENGINEERING

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

BIRMINGHAM THE UNIVERSITY FACULTY OF ENGINEERING

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

LEEDS THE UNIVERSITY DEPARTMENT OF CHEMISTRY

Applications are invited for the following posts: LECTURER/ASSISTANT LECTURER IN ECONOMICS. The Department of Economics is seeking a Lecturer/Assistant Lecturer in Economics to teach in the Department of Economics. The applicant should have a PhD in Economics and a minimum of five years' postgraduate research experience. Salary: \$17,000 per annum.

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Fellowships and Studentships continued

EMMANUEL COLLEGE
FELLOWSHIP IN ENGLISH
The College invites applications for a College Lectureship and Fellowship in English, to start in January, 1978...

EXETER
THE UNIVERSITY OF EXETER
Department of Applied Mathematics
The Department of Applied Mathematics is seeking applications for a Lectureship in Applied Mathematics...

OXFORD
THE UNIVERSITY OF OXFORD
Department of Mathematics
The Department of Mathematics is seeking applications for a Lectureship in Mathematics...

Polytechnics

THE POLYTECHNIC HUDDERSFIELD

Department of Accountancy and Professional Studies
LECTURERS II OR SENIOR LECTURERS IN ACCOUNTING ACA/149
Vacancies exist for Lecturers to join a progressive department offering teaching opportunities at degree, advanced professional and post-experience levels...

Department of Textiles Industries

LECTURER II OR SENIOR LECTURER IN TEXTILE DESIGN ACA/151
Applications are invited from suitably qualified candidates with experience in creative woven and knitted textile design...

Department of Business Studies

LECTURER II OR SENIOR LECTURER IN BUSINESS STUDIES ACA/152
Applicants should have an interest in Public Administration. An appropriate qualification could be an Honours degree in Business Studies or a combined degree in Economics and Government...

WOLVERHAMPTON

THE POLYTECHNIC OF WOLVERHAMPTON
Department of Business Studies
Applications are invited for a Lectureship in Business Studies...

MIDDLESEX POLYTECHNIC

Applications are invited for a Lectureship in Business Studies...

Polytechnics continued

LIVERPOOL POLYTECHNIC

Application are invited for the following posts in the Departments of Law and English Language Systems.
A good Honours degree in Law, and preferably a higher degree or professional qualification. Previous experience of teaching, legal practice, economics or industry may all be regarded as additional qualifications.

TOWN AND COUNTRY PLANNING

Senior Lecturer in Environmental Law and Procedure
An opportunity for a person with extensive recent experience of practice in local government or public services to join an established Department of Planning at Liverpool Polytechnic...

MATHEMATICS/STATISTICS

Lecturer II
Candidates should be expected to participate in the whole range of the Department's teaching, and to undertake research. Preference may be given to candidates willing to teach Original Law and English Language Systems.

SURVEYING

Senior Lecturer
To teach final year students on the degree in Building Surveying. To conduct research in the field of building surveying...

MANAGEMENT STUDIES

Senior Lectureship in Industrial Training and Industrial Psychology
To lead and develop the teaching of Industrial Psychology and play a key role in developing the teaching of Industrial Training...

MARITIME STUDIES

2 posts
a) Principal Lecturer
To provide academic leadership and general supervision on the MSc course in Shipping and Maritime Studies...

FINE ART

Three posts of one year's duration
a) 3/5s Lecturer II Wood Construction
A practicing young architect is required with an active interest in working with fine art students. Applicants should be capable of contributing across a wide spectrum of educational activities...

FASHION AND TEXTILES

a) 3/5s Lecturer II in Woven Textiles
A Lecturer is required for the B.A. (Hons.) Degree Course in Woven and Knitted Textiles. Candidates should hold a degree in this area of design with particular interest in woven textiles or laundry, and should have had industrial or professional experience...

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Administrative (Exam) Positions
Salary: £9,279 to £23,805 per annum (plus £1,710 to £4,125 per annum)

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2 years full time
Various combinations of study available in Aesthetics, Humanities, Mathematics, Natural Science, Social Science and Technology...

NEWCASTLE UPON TYNE POLYTECHNIC
Department of Modern Languages
RESEARCH ASSISTANT
To engage in research in the field of European Community regional politics and their implementation in France and the UK...

SHEFFIELD CITY POLYTECHNIC
Department of Applied Social Studies
LECTURER II OR SENIOR LECTURER IN SOCIAL WORK/SENIOR PROBATION OFFICER
(Joint appointment with South Yorkshire Probation and Adult Care Services)

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Colleges and Institutes of Higher Education

THE NATIONAL INSTITUTE FOR HIGHER EDUCATION, LIMERICK
LECTURER DIGITAL ELECTRONICS
(Two Posts), AS4-016, AS4-030
Candidates will be involved in the operation and development of Degree and Diploma Programmes in Electronic Engineering...

Colleges and Institutes of Technology

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY
SCHOOL OF MECHANICAL AND OFFSHORE ENGINEERING
SENIOR LECTURER AND LECTURER
For BSc (CNAA) in Engineering Technology and Post-graduate Diploma in Offshore Engineering courses...

DUNDEE COLLEGE OF TECHNOLOGY
LECTURESHIP IN CIVIL ENGINEERING
Applicants should be civil engineering graduates having appropriate teaching and research/practical experience...

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LECTURER IN SOCIAL WORK
Course and a proposed Social Studies degree course with a work option...

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LECTURER IN SOCIAL WORK
Course and a proposed Social Studies degree course with a work option...

Research Posts

Electrical Engineering
Records Survey
Research Officer
Salary about £3,000 p.a.
This survey will be undertaken by the Institution of Electrical Engineers, The Research Office of the Institution of Electrical Engineers...

Colleges and Institutes of Technology

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Course and a proposed Social Studies degree course with a work option...

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Courses

MA in Manpower Studies
A one-year full-time course with major options in:
INDUSTRIAL RELATIONS
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Starting September, 1977, for QMS holders, Business Studies graduates and others with appropriate management experience.

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Course and a proposed Social Studies degree course with a work option...

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RCN Royal College of Nursing
INSTITUTE OF ADVANCED NURSING EDUCATION
Vice Principal
Applications are invited for this newly created post which will be based on RCN London Headquarters...

DIocese of Southwark
DIRECTOR OF TRAINING
Applications are sought for the new post of Diocesan Director of Training. The postholder will be responsible for the education and training of priests, deacons, and lay ministers...



General Vacancies continued

Computer Instructors

Locations: Sheffield and Central London

We require experienced staff to assist in the formulation and running of courses for systems and programming staff at our expanding Computer Operations Training Branch.

- Specific requirements:
1. Sound appreciation of all aspects of electronic data processing functions.
2. Programming experience on Burroughs/IBM large systems is desirable but applicants with programming experience on other systems may be considered.
3. Teaching experience, including the designing and developing of courses, preferably in respect of E.D.P. subject is and personnel, would be a distinct advantage.

Salary will be within the range £3,600 - £5,700 and will be dependent on age and experience. Other benefits include an excellent non-contributory pension scheme. Removal expenses will be reimbursed where necessary.

Ref. C152/THES Computer Operations, Personnel Manager, Midland Bank Limited, 31/41 Worship Street, London, EC2A 2HS



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Bahrain

Technical Education Overseas

HEAD OF DEPARTMENT OF BUILDING AND CIVIL ENGINEERING, GULF TECHNICAL COLLEGE

The Department was created in May 1975. Courses at College Diploma level and Technician Courses are currently held. Courses and laboratories for HND and Senior Technician level are to be planned and implemented. Appointee will be responsible for work and development of Department and liaison with industry. Applicants should have degree or equivalent qualification in Civil Engineering of Building and membership of relevant professional bodies. Should have experience at Senior level in technical education including teaching at high diploma and degree levels. Industrial experience strongly desirable. Appointment two years.

Salary in accordance with qualifications and experience plus tax-free overseas allowance. Superannuation rights may be safeguarded. The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowance and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and application form please apply quoting ref 317 stating post concerned, and giving details of age, qualifications and experience to:



Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room M01, Strand House, Strand Place, London SW1E 5JH

HELPING NATIONS HELP THEMSELVES

UNIVERSITY OF WALES PRESS COMMERCIAL EXECUTIVE

Applications are invited for this responsible post with a leading University Press to act as the director of its marketing and developing the commercial activities of the press.

Successful candidates in managerial marketing or public relations preferably in connection with books, understanding of the objectives of academic publishing. Relevant professional qualifications and knowledge of the Welsh language would be advantageous.

TEACHERS OF EFL IN BRIGHTON

Required immediately. Temporary/permanent posts. Qualification in TEFL and relevant experience essential. Business background of interest useful.

Apply with curriculum vitae to Director of Studies, REGENT SCHOOL EXECUTIVE ENGLISH COURSES, 52 Dyke Road, Brighton BN1 3JB, Telephone Brighton 21771

Overseas

CANBERRA COLLEGE OF ADVANCED EDUCATION

HEAD OF THE SCHOOL OF LIBERAL STUDIES

Ref: 77/1231

The College Council invites applications for the post of Head of the School of Liberal Studies at the Canberra College of Advanced Education following the announcement by Mr. P. D. Mowbray, the foundation of the school, the intention to take effect in 1978. The appointee will be required to take up duties at the college before the beginning of the academic year 1978. The School of Liberal Studies is one of six Schools at the Canberra College of Advanced Education concerned with the provision of professional and vocational education in the Australian Capital Territory of intermediate and graduate level. The School at present offers courses in English Language, History, Library Studies, and Professional Writing, International Studies, Geography, Contemporary Sociological Studies, Languages, including Japanese, Chinese and Russian, Computing and Translating, and a number of other courses. The School is currently collaborating with the Centre for Continuing Education at the Australian National University in support of the Centre's expanding teaching programme in the Canberra area. During the past eight years, the School of Liberal Studies has successfully developed courses which have attracted the work of the other schools, have contributed to the overall success of the college, and have provided a high level of education in the field of liberal studies. The School has in many years attracted students from overseas, including the United Kingdom, and has regularly attracted students from the United Kingdom, the United States, Canada, and other countries. The School has a long and distinguished tradition of staff and students with overseas university in Japan. Present conditions in Australia are not conducive to the successful recruitment of students and there may well be some reluctance on the part of the students to travel to the United Kingdom for the purposes of an employment opportunity. These are circumstances which will constitute a challenge to the person appointed to head the School in leading, but a person who will be required to contribute to the development of the School in innovative ways, an opportunity, in the employment of resources to ensure that the School's programme remains as lively and relevant as they have been hitherto. The person appointed to head the School will also be responsible for the following: (a) to lead and coordinate the activities of the School; (b) to be responsible for the management and control of the School; (c) to be responsible for the management and control of the School's financial resources; (d) to be responsible for the management and control of the School's physical resources; (e) to be responsible for the management and control of the School's human resources; (f) to be responsible for the management and control of the School's administrative resources; (g) to be responsible for the management and control of the School's academic resources; (h) to be responsible for the management and control of the School's research resources; (i) to be responsible for the management and control of the School's community resources; (j) to be responsible for the management and control of the School's international resources; (k) to be responsible for the management and control of the School's cultural resources; (l) to be responsible for the management and control of the School's sporting resources; (m) to be responsible for the management and control of the School's artistic resources; (n) to be responsible for the management and control of the School's musical resources; (o) to be responsible for the management and control of the School's dramatic resources; (p) to be responsible for the management and control of the School's literary resources; (q) to be responsible for the management and control of the School's historical resources; (r) to be responsible for the management and control of the School's geographical resources; (s) to be responsible for the management and control of the School's scientific resources; (t) to be responsible for the management and control of the School's technological resources; (u) to be responsible for the management and control of the School's medical resources; (v) to be responsible for the management and control of the School's legal resources; (w) to be responsible for the management and control of the School's social resources; (x) to be responsible for the management and control of the School's political resources; (y) to be responsible for the management and control of the School's economic resources; (z) to be responsible for the management and control of the School's environmental resources.

GENERAL CONDITIONS: The gross salary attaching to the position is \$40,182 per annum and while in the position the appointee will receive a responsibility allowance of \$4,120 per annum. The appointee will be responsible for the management and control of the School's financial resources. The appointee will be responsible for the management and control of the School's physical resources. The appointee will be responsible for the management and control of the School's human resources. The appointee will be responsible for the management and control of the School's administrative resources. The appointee will be responsible for the management and control of the School's academic resources. The appointee will be responsible for the management and control of the School's research resources. The appointee will be responsible for the management and control of the School's community resources. The appointee will be responsible for the management and control of the School's international resources. The appointee will be responsible for the management and control of the School's cultural resources. The appointee will be responsible for the management and control of the School's sporting resources. The appointee will be responsible for the management and control of the School's artistic resources. The appointee will be responsible for the management and control of the School's musical resources. The appointee will be responsible for the management and control of the School's dramatic resources. The appointee will be responsible for the management and control of the School's literary resources. The appointee will be responsible for the management and control of the School's historical resources. The appointee will be responsible for the management and control of the School's geographical resources. The appointee will be responsible for the management and control of the School's scientific resources. The appointee will be responsible for the management and control of the School's technological resources. The appointee will be responsible for the management and control of the School's medical resources. The appointee will be responsible for the management and control of the School's legal resources. The appointee will be responsible for the management and control of the School's social resources. The appointee will be responsible for the management and control of the School's political resources. The appointee will be responsible for the management and control of the School's economic resources. The appointee will be responsible for the management and control of the School's environmental resources.

TORRENS COLLEGE SOUTH AUSTRALIA

Torrens College of Advanced Education is a multi-discipline College consisting of five Schools.

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Applicants should hold appropriate qualifications in Linguistics, the Teaching of English as a Second Language, and a degree or equivalent qualification in teaching. Experience in teaching Aboriginals and migrants and a working knowledge of Australian English would be an advantage.

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Fourth university is name of Victoria's new game

Neil Nilsson and Peter Sheldrake examine some preoccupations of academic politicians in Australia

One of the more recent games being played by academic politicians in Australia is participating in an "country into post-secondary education", at either the State or Commonwealth level. Such enquiries have led to a whole new industry of submission-writing, analysis and comment.

Nowhere is this clearer than in the recurrent debates that take place about the relationship between universities and colleges of advanced education, and inevitably the argument has proceeded slowly - if at all.

One of the most interesting contributions to the whole debate is a report that was prepared by the Australian Universities Commission (the local equivalent of the University Grants Committee) in 1973 as a result of a proposal put up by the State Government of Victoria to establish a fourth university in Victoria, in the small towns of Geelong, Ballarat and Bendigo.

It is a report that deserves a second look, not just because it is so extensively dealt with the respective roles of university and college. For it also reflects on educational style carried out under admitted political pressures. Of course,

such pressures are usually seen to be the actual source of tertiary enquiries; but rarely are the pressures made so obvious.

The Victorian Government was under political pressure from Ballarat, Bendigo and Geelong, and had recently announced that there would be a country university on the three grounds of first, an increased demand for university places, secondly, the provision of external studies, and finally as a contribution to the State's decentralisation policy.

Of the pairs of institutions in each town they chose to build their new university on the teachers colleges, envisaging a three-campus university, "tripling" programmes (but sharing facilities) in competition with the CAEs, with the teachers colleges absorbed into the university as "schools of education".

Faced with this horror, the Universities Commission had to grapple with a web of problems, which included assessing the weight of the Victorian Government's arguments, educational and non-educational, practical "realism", and deciding what to "approve" for something which would be a university in name only.

In the end they settled for one university, in Geelong, closing down the teachers college and the college of advanced education. Let us examine how they arrived there. Of the Victorian Government's two educational arguments (external studies and numbers) the first was found to be less than convincing and the second probably ill-founded. This scarcely troubled the Victorian Government. They

were quite clear that all they were really concerned about was "decentralisation". A university is "a new industry" with the political advantage of "prestige".

Both the Victorian Government and the commission were concerned about "duplication". The Victorian Government thought that to avoid "wasteful duplication" the teachers colleges should be absorbed into the university and the CAEs left outside to do many of the same things as the university. (The university itself was to practise "tripling" on three campuses.)

The commission, however, were more concerned about duplication between universities and CAEs. They believed that there should be only one institution for each town. The presence of a university, they feared, would affect the "status" and drawing power of the CAE; which would be likely to suffer by the competition.

But what, then, would one do if stuck with a university whether one liked it or not? Answer: close down the CAE. And what would one do if it was the university which was to suffer from the competition (in fact a fair description of the situation was given in the days in 1967 with the University of Tasmania)? Why, close down the CAE, of course.

This is exactly what a Committee of Enquiry into Post-Secondary Education in Tasmania, with the same chairman, soon recommended. In Victoria the question was not whether there should be a university, but what kind of university it should be. If the Universities Commission had no doubt at all: it was to be a real one.

There would be no problem about business studies, and the university would go as far as to include textile and wool technology; but there it would stop. There was to be no meddling about with university standards; the new university must be "a change in name" - not a change in purpose, and not merely be "a change in name" - it can only absorb "the appropriate activities of the existing colleges".

But how is it decided what is appropriate? The AUC have a system to do this. There are differences between CAEs and universities - not exactly differences "in generic terms" but they can be told apart. At least, some of them can be told apart - if they are different enough. Of course they are different in more than "name", although some of them are very similar. But we would not like you to think just because of this that there is any confusion of purpose. It implied here, we know very well what we are doing when we judge the differences. This is our job. It is a bit like the wool-classing we are going to encourage in Geelong. If there is one thing we are sure about it is that the CAEs are "complementary" and "alternative" in universities. There is, of course, unavoidable "overlap" and hence "blurring" of what could otherwise be very awkward and divisive distinctions.

Take those "large metropolitan colleges". Anyone can see even through the blur that they are different; and do not imagine we would be very pleased if they started trying to "model themselves on universities". That would "destroy them and their basic objectives". To prove all this consider the following: "The fact of a writing this would convince any unbiased person that 'a broad distinction' can still be drawn between universities and colleges. If you take each of these criteria separately of course you will probably find that particular colleges or universities are indistinguishable from one another."

Now you might find this hard to believe. For just 130 Australian dollars a year could read The Proposal of the Government of Victoria for a Fourth University in Geelong, Ballarat and Bendigo; (Canberra: AUC, December, 1973), for yourself.

What the commission did in this extraordinarily muddled-headed statement was to take the extra "vocational/technical" distinction and then try to fit it to what actually goes on. In the process they have confused vocational with applied, and questions of value with those of motivation. They have introduced the irrelevances of entry requirements, part-time study, library facilities and the lowest level of instruction offered by the institution. They cannot be bothered to consider the question of what is a substantial responsibility of an institution is, say, research then a substantial responsibility of every member of that institution must be research.

Worst of all they restrict themselves to a narrow empirical approach to the question of function: the colleges in fact do a lot of this thing, and the universities in fact do rather more of it. This is our job. It is a bit like the wool-classing we are going to encourage in Geelong. If there is one thing we are sure about it is that the CAEs are "complementary" and "alternative" in universities. There is, of course, unavoidable "overlap" and hence "blurring" of what could otherwise be very awkward and divisive distinctions.

Even the economic arguments are not spelt out in the way that C. Sainsbury Smith could them out in his contribution to the Regional Colleges (Canberra: ANU, 1976) study, and he has emphasized the difficulty even of assessing the economic factors involved, let alone the difficulty of testing out the multiplicity of values packed into the notion of "decentralisation".

The commission is convinced that the decentralisation arguments will support one university campus outside the Melbourne metropolitan area but not more than one. But how do they know that?

On balance the outcome of the commission's investigations is remarkable. They discovered that, on educational grounds, there is no need for a fourth university, that it probably will not be fully viable, that new universities will probably reduce the educational opportunities of the local residents, and that this absorption into a university will have bad consequences on other colleges of advanced education. However, because of the Victorian Government's policy on decentralisation, they recommended that there should be a fourth university in Victoria. If this is the way in which the decisions are made, it would seem that the glib submission writer should have a field day.

Peter Sheldrake is a reader, and Neil Nilsson a senior lecturer in the education department in the Flinders University of South Australia.

Overseas continued

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Applicants should possess appropriate academic qualifications in at least one of the disciplines of the School and should have considerable professional experience. Applicants should provide information on interests and expertise and details of their professional status, home address, present occupation, salary and experience and the names and addresses of three referees.

Personal Officer Queensland Institute of Technology, P.O. Box 248, North Quay, Brisbane, Australia 4000. A self-addressed envelope should be included. Please quote reference 87/77. The closing date for receipt of applications is August 31, 1977.

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